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ABSTRACT

In an effort to obtain grass roots information, a panel composed of employers and library technical assistants (LTAs) presented views and ideas which were important to them and of concern when looking toward program evaluation. The group then considered the four courses which seem to be basic to most programs. Objectives, content, and teaching methods were discussed in order to gain insight and assistance in meeting the needs of both employers (or potential) employers and students. This was an exploratory workshop which revealed that: (1) there is a need for an understanding of LTAs and the programs initiated for them, (2) the curriculum needs to be reevaluated constantly, (3) curriculum content must be relevant, (4) honest counseling is essential and (5) more reflection should come about locally in light of national trends. The appendices contain bibliographies of: (1) Public Services, (2) Technical Processes, (3) Audiovisual Services and (4) Introduction to Libraries. The fifth appendix is a Job Description for Library Media Center Technical Assistant. (Author/NH)

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L T A ' S - - -

THEIR TEACHERS,

THEIR TRAINING

Proceedings of the Council on Library Technology (COLT) Central Region Workshop held February 5 and 6, 1971, edited by Richard L. Taylor.

Co-sponsored by Wilbur Wright College, City Colleges of Chicago.

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PREFACE

As Library Technical Assistant programs continue to be established, it becomes essential to survey operations critically for the purpose of evaluation and improvement. With this thought in mind, administrators, librarians, LTAs, and other interested people gathered at the Sherman House in Chicago on February 5 and 6 to look at the training for and teachers of library technicians.

Dr. Lester Asheim, Director of the Office for Library Education, ALA, elaborated on the position ALA holds regarding LTAs. In his usual succinct manner he "zeroed in" on the place this employee occupies in the library employment field.

Dr. Charles Evans presented a unique address concerning the teachers in LTA programs and gave much worthwhile, even if debatable, information on this too frequently overlooked topic.

In an effort to obtain grass roots information, a panel composed of both employers and LTAs addressed the group. They presented views and ideas which were important to them and of concern when looking toward program evaluation.

With all these facts in mind, the group then considered the four courses which seem to be basic to most programs. Objectives, content, and teaching methods were discussed in order to gain insight and assistance in meeting the needs of both employers (or potential) employers and students.

This was an exploratory workshop which proved to be all too brief. Among other results, it revealed that (1) there is a real need for an understanding of LTAs and the programs initiated for them, (2) the curriculum (as well as individual courses) need to be re-evaluated constantly, (3) curriculum content must be relevant, (4) honest counseling is essential, and (5) more reflection should come about locally in light of national trends. Perhaps few questions were answered, but some problems were identified which, after all, is the first step to be taken. An exchange of ideas, interaction, and an awareness of programs is a much-needed result of such a meeting. As evidenced by these proceedings, the workshop was a success.

The Program Committee wishes to thank, again, all those who gave of their time and assistance.

The editor, too, is grateful to all who helped -- and especially to a behind-the-scenes assistant, Mrs. Toni Carbonara, without whose efforts this meeting would never have been convened.

The Editor
November, 1971

P R O G R A M

Workshop on LTA'S---Their Teachers, Their Training, sponsored by the Central Region of the Council on Library Technology and co-sponsored by Wilbur Wright College, City Colleges of Chicago held February 5-6, 1971 at the Sherman House Hotel, Chicago.

FRIDAY, FEBRUARY 5, 1971

Presiding: Richard L Taylor, Chairman, COLT Central Region

9:00 a.m. Registration

9:30 a.m. Introduction
Richard L Taylor, Chairman
COLT Central Region

9:45 a.m. The LTA and the ALA
Dr. Lester Asheim, Director, Office for Library Education, American Library Association

11:00 a.m. Teaching the LTA
Dr. Charles Evans, Assistant Professor, College of Library Science, University of Kentucky

12:15 p.m. Luncheon

Presiding: Mrs. Noel Grego, Kennedy-King College, City Colleges of Chicago

1:45 p.m. The Employer Looks at Training
Mrs. Stella Gomes, National Easter Seal Society for Crippled Children Library

Mr. Lennart Olund, Lyons Township High School Library

Mr. Glen Scharfenorth, University of Illinois at Chicago Circle Library

3:00 p.m. The LTA Looks at Training
Mrs. Carol Carter, St. Patricks High School

Mrs. Loretta Harris, University of Illinois Medical Library

Mrs. Betty Schwartz, LTA student

SATURDAY, FEBRUARY 6, 1971
Presiding: Sister M. Chrysantha Rudnik, CSSF, President COLT

9:00 a.m. Workshop sessions concerned with the four "basic" LTA courses:

Reference Services - Mr. Hubert Davis, Associate Professor and Library Director, Southwest College, City Colleges of Chicago

Technical Processes - Mrs. Alice Naylor, Co-ordinator Library Technology Program, University of Toledo Community and Technical College

Audiovisual Services - Mrs. Betty Duvall, Assistant Dean, Florissant Valley Community College, St. Louis

Introduction to Libraries - Mrs. Dorothy T. Johnson, Co-ordinator Library Technical Assistant Program, Cuyahoga Community College, Cleveland

12:30 p.m. Luncheon

2:00 p.m. Adjourn

PROGRAM COMMITTEE

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Kennedy-King College, Chicago

Sister M. Chrysantha Rudnik, CSSF
Felician College, Chicago

Richard Campbell
Wilbur Wright College, Chicago

Richard L Taylor
Wilbur Wright College, Chicago

FRIDAY, FEBRUARY 5, 1971

OPENING SESSION
Richard L Taylor, Presiding

I see some very rosy-cheeked faces out there. It's hard to understand, really, because we had a balmy day in Chicago yesterday -- a bad day -- but a balmy one. I was going to check on the weather conditions but decided against it. The latest prediction I heard was for two or three inches of snow. I vividly recall about four years and a week ago when they predicted four inches of snow and we got thirty-six or something like that. So I didn't dare go to look the situation over. Welcome, in spite of everything, to Chicago. In addition to strikes and fogged-in airports, all I need is a thirty-six inch snow!

Library Technology is a reality. Library technicians, too, are realities. And so are positions for such people -- people we hadn't heard much about just a few years ago. And that is exactly why we're here. Each one of us is interested in some phase of this development. We are interested in employers and the type of individual they are looking for when, in many cases, they have to restructure their classification and pay plans to make room or make a place for this particular person. We're interested in the LTA who has completed the program or who is enrolled in the program and in finding out information from this person so that we can change if need be or see how on-the-job performance makes use of the skills and information he has obtained through such a program. We are interested because its our responsibility. And that's why we're here!

I am confident you didn't brave the elements to hear me ramble on so let's get down to the business at hand and, indeed, its great business as far as I'm concerned.

Our first speaker needs no introduction at all. He has been a leader in library education in many roles and as you know is currently Director of the Office for Library Education, American Library Association. I'm delighted that Dr. Asheim could work this Regional Meeting of COLT into his busy schedule. I am going to turn the meeting over immediately to him. Dr. Asheim.

THE LTA AND THE ALA
Dr. Lester Asheim

Thank you, Dick. Dick really shouldn't be surprised at the weather for whenever librarians meet at the Sherman Hotel, as some of you know, this is what happens.

I see so many of my friends and those who have heard me before I fear some of you are going to be forced to hear again that which you have already heard. But if you will forgive me for that, perhaps it is useful to repeat a little simply because some of this may then feed into the discussions and what you will be doing for the rest of the workshop.

It is probably always a good idea, whenever one is trying to communicate, to begin by defining one's terms. Take the title of my talk, for example, "The LTA and the ALA". No group knows better than this one what an LTA is, so I can skip that. But the ALA part probably does require definition. For the purposes of my remarks today, the ALA means, not the organization itself, but only its statement on Library Education and Manpower, which was adopted as official policy in June of last year and, as I understand, is in your hands. My assignment is to try to clarify the implications of that policy for the training of LTA's.

As you know, the statement is concerned with the preparation and use of personnel at all levels of library operations, from the Clerk to the Senior Librarian. But today, I will try to hold myself specifically to those aspects of the statement that relate, directly or indirectly, to the training and use of the Library Technical Assistant, a category now officially recognized by the ALA as an important level of supportive staff.

The Policy Statement has been set up as thirty-five numbered paragraphs, each stating a specific point about some aspect of training, education, or utilization of library personnel. Only three of these deal directly with the Library Technical Assistant, but before I come to those particular sections, let me pull together, from some of the more general sections, those recommendations which are relevant to the role and training of the LTA, although they do not specifically name him.

The statement begins, for example, by setting its sights on the highest standards of library service for all kinds of libraries, which means that we must make effective use of a great variety of manpower skills and qualifications. To meet these standards, the statement goes on to affirm that supportive as well as professional staff are needed in libraries, and attempts to suggest the ways that both supportive and professional staff can best be prepared and used to insure the achievement of superior library

service. This is something new for ALA which, although it has long accepted the need for staff below the level of professional, had not provided any guidance or real recognition for the important contribution that supportive staff can make to library service, until the report of the "Deininger committee" in 1968,[1] and the subsequent work on "Criteria for Training Programs..." of the LED Interdivisional Committee on Training Programs for Supportive Library Staff.[2]

To promote the most effective use of manpower at all levels, a career-ladder approach is suggested, through a set of broad classifications of positions in libraries, each of which contains several levels of promotional steps; each of which provides that the top salary shall overlap the beginning salary in the next higher category to give recognition to the value of experience and knowledge gained on the job; and each of which assumes some form of continuing education - formal or informal - as the basic justification for promotion in all ranks. While heavy emphasis is placed on formal schooling - and I shall elaborate on that point in a moment - the statement makes it quite specific that personal aptitudes and qualifications in addition to academic ones should be taken into account in the selection of applicants for any level, particularly where work with others, the public, or with special audiences and materials is involved. (Paragraph 21)

I presume that, so far, there isn't anything here that raises a serious question or poses any kind of threat to current training or use of LTA's. If anything, it opens the field up much more widely than ever before by its official recognition of the LTA as an approved level of supportive staff needed in libraries of all kinds. So let us move on to the specifics and their implications, and let us begin with the Table, since that, meant as a visual aid, seems to be the part of the statement that almost everyone quotes, misinterprets and criticizes.

As in all parts of the scheme, there are two titles at the Technical Assistant level. One, for positions which require library-oriented qualifications, bears the title Library Technical Assistant (LTA); the other, for positions at the same level of training and background but not requiring library-related qualifications, is called Technical Assistant. (Let me, to save time in my remarks today, use the acronym LTA as meaning both aspects of this level.)

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[1]"The Subprofessional or Technical Assistant", ALA Bulletin, 62 (April, 1968), 387-97.

[2]"Criteria for Programs to Prepare Library Technical Assistants," LED Newsletter, #68 (February, 1969), 7-16.

The reason for this double column throughout the Table is that libraries very frequently need specific skills which are special, and not necessarily those limited to library operations. Take for example, introductory data processing, or poster design, or handling of audio-visual equipment. These are skills that can be used in a great variety of agencies, not only the library, and a library would be delighted to get a competent data processor or poster maker, whether he had had any knowledge of how libraries operate or not. For such skilled positions, a special category has been established to permit libraries to hire persons with the needed skill without having to qualify them under some kind of inapplicable library title.

That is why the jobs at this level, although they assume some post-secondary schooling, do not make the full, two-year degree an absolute requirement. The Table permits considerable flexibility: The applicant should normally have had at least two years of college-level study, which could mean an A. A. degree, with or without LTA training, or post-secondary school training in relevant skills (for example, courses in art and design in a technical school which would qualify him to be the poster maker the library needs). The Statement does not require that all LTA jobs be filled only by those who have had LTA courses leading to the A. A. degree because - and this is a key concept in the Statement - the jobs in the LTA categories assume specific "technical" skills.

These need not be clerical skills - there is a category for Clerks. But neither need they be a broad overview of library science, since many of the supportive jobs most needed in libraries are related to a specific specialty. One of the major justifications for the use of supportive staff is "that in many of the tasks done...one can find many separable elements or components of the service which can be provided at a much lower center of gravity than is traditionally the case."[1] There is no reason why a person must go all the way through the master's degree to do many of the essential tasks in a library which fully-qualified librarians now perform. But if this is true, then the reverse is also true, and there is no reason why the staff member who performs those separable elements of the total task must be trained in the entire gamut of operations with which he is not expected to deal in any case. I do not mean to say that the student should not be shown the place of his particular operation in the total picture, or its relation to other functions that together add up to the purpose of his work.

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[1]Sumner M. Rosen, "New Careers and Adult Education," in Essays on New Careers: Social Implications for Adult Educators. (Notes and Essays on Education for Adults, 65). Syracuse: Syracuse University Press, Publications in Continuing Education, 1970, p. 7.

On the other hand, it seems to me that the wide range of introductory courses in all aspects of librarianship, which now characterizes so many of the LTA programs at the junior college level, is really in conflict with the professed intent of these programs, which is to prepare supportive staff. You will see a reflection of this conviction as we continue to go through the Policy Statement.

This view point is probably the most controversial part of the Statement as it regards the role and the training of the LTA. The basis of it is this paragraph in the Statement (paragraph 23): "Because the principles of librarianship are applied to the materials of information and knowledge broader than any single field, and because they are related to subject matter outside of librarianship itself, responsible education in these principles should be built upon a broad rather than a narrowly specialized background education."

In other words, although the principles of librarianship can be stated in terms that perhaps could be mastered at the level below that of the graduate school, they have full, professional import only when they are related to a broad, background knowledge of other subject matter. The librarian does not perform any of his library skills in a vacuum; he selects, acquires, catalogs, classifies, interprets, and communicates in relation to a subject matter, and it is this combination of technique plus broader knowledge that makes the librarian's activities professional. Without the subject content, the application of techniques is simply a matter of skills and training; technical, but not professional.

Now, the LTA programs actually contain only one year or a little more of general college work; the second year is essentially concerned with technical courses. This prepares one to be a technician, not a professional or even a pre-professional; not only because the courses are technical, but also because the limited amount of general education eliminates a major component of the librarian's professional education. Remember that the librarian's professional education is not just the fifth year in a library school; it is the full five years of post-secondary education. For librarianship, in its professional aspects, is not just the little things one does in a library. And that is why we are concerned that some LTA programs are trying to suggest that the training they provide meets all the requirements of library content needed to fulfill the fifteen or eighteen hours of librarianship specified for state certification of school librarians. The professional part of the librarian's qualifications is not just a few tricks of the trade; it is how one uses what he knows - and what he knows is not just library skills but also library principles and theories <u>plus</u>. The plus is a broad background of education.

Although analogies with other professions are not always valid, let me take an example to illustrate my point. Anyone can be taught to read a fever thermometer, and these days it is seldom the doctor who takes the patient's temperature. The doctor's professional contribution is not that he can identify when a temperature is above normal; it is that he takes that datum and putting it together with other information and other knowledge comes up with a judgment. The value of the technical assistant to the doctor is that he can take a temperature and record it accurately; he is not expected to have a smattering of knowledge about all the other data and experience that the doctor brings to bear on his ultimate decision. In fact, the technical assistant who begins to think that he can go beyond the limits of his special skills is no longer useful as an assistant. His little knowledge can indeed be a dangerous thing.

So, too, in a library. A technician is most valuable if he is more highly skilled in a specific technique than if he has a superficial, half-education in general library principles which, as supportive staff, he shouldn't be called upon to apply. An LTA is not a watered-down librarian; but a skilled person in his own right in particular functions.

The nature of the responsibility of the LTA, as stated in the Table, is that he deals with "tasks performed as supportive staff to Associates and higher ranks, following established rules and procedures." Remember that there are several promotional steps within the LTA ranks, and that room is made for the LTA to take on responsibility for supervision of lower ranks as he moves up the ladder. But professional decision-making is not one of the responsibilities of this category.

At this point, let me make a small side-excursion into a description of the next higher category in the present policy which, although it represents two more years of schooling, is still seen as a supportive staff category: that of Library Associate (or Associate Specialist for the position requiring non-library-related qualifications). Here a person with a bachelor's degree, with or without course work in library science; or a bachelor's degree, plus additional academic work short of a master's degree, is eligible for supportive responsibilities at a higher level, still normally working with established procedures and techniques, and with some supervision by a professional. The point of this classification, representing as it does at least a full baccalaureate background, is that the position should be one which requires subject knowledge, and judgments based upon it, which could not be required of a graduate of a two-year college program.

Here again we see the basic premise in operation: the librarian must have a broad background of knowledge and education in order to apply library principles to the materials of information and

knowledge with which a library deals, and many assignments exist in libraries where library knowledge is less important than general education in the handling and organization of these materials. Thus persons holding the B. A. degree, even without any library courses, bring to the library something that library school or library training courses alone cannot give - a background of four years of college education.

It is this background that makes the basic distinction between the LTA and the Associate, and it is because the Associate already has this background that he or she is eligible to move up to the first professional category by taking a program leading to the Master's degree in a library school. The LTA, with only a two-year program behind him is at least three years away from the first professional qualification; one-and-a-half or two years is not four years. For that reason, the policy suggests that the training courses for LTA's at the junior or community college level should be recognized as essentially terminal <u>in intent</u>, designed for the preparation of supportive rather than professional staff. (paragraph 24) Notice the phrase "in intent" which modifies "terminal." This is important because it underlines the point that graduates of the two-year programs are not prohibited from taking the additional work leading to the bachelor's and then the master's degrees, if they can qualify for the upper division and advanced programs. But this is obviously an indirect and less desirable way to move toward the professional qualification. Because we have had instances of students who have gone into LTA training under the delusion that they were well on the way to professional status, the policy urges that students interested in librarianship <u>as a career</u> should be counselled to take the general four-year college course rather than the specific two-year program, with its inevitable loss of time and transferable content. If the student, for whatever reasons, prefers to go the junior college route, he should be informed of the limits on his career expectations unless he goes on to the complete schooling required for professional recognition. I know that nobody here fails to make this clear to the incoming student, but some educators in LTA programs <u>have</u> failed to do so in the past, as the naive or disillusioned correspondence received in my office from their students makes clear.

A complication with which the junior college programs themselves will have to grapple arises from the number of different ways that their programs are used. In some cases, and the U. S. Government's interest in promoting junior college programs under the Vocational Training Act is quite specifically oriented to this point of view, training of technical assistants is designed simply as job training with little concern for the agency in which the job is located. It is a means for qualifying people for employment, with the major stress on the individual and his ability to earn a living, rather than on the needs of the particular vocation or profession in which he is placed. For

this reason, the Policy Statement makes the point that in many cases it would be better from the standpoint of the student to be taught general technical skills applicable in a variety of job situations rather than those limited solely to the library setting. This gives the student whose interest is in a job rather than a professional career a wider market for his talents. But thanks to the Policy's recognition of the value of special, non-library-related skills, the library remains an important part of that market.

Another use to which these courses are put is that of providing a skill for women who wish to return to some kind of employment after marriage and after the children are grown. Often these persons do have more formal education - often they have a bachelor's degree and in some cases a master's - but what they want now is enough special skill to get an interesting and satisfying job. Many are not particularly interested in a career, and many may even be interested only in part-time employment. Most of these students take only the skills courses they need; they do not follow the full program nor aim for the A. A. degree. This is why so many of the LTA programs, after years of operation, still cannot tell us much about the history and placement of their graduates. By definition, they have not had many "graduates"; most of their students have simply selected a few individual service courses to qualify them for local employment. But again, the applicant for admission to these courses should be fully informed about the choice he or she is making; too many of the people who have taken this kind of partial training then expect a clear path up to full professional status, and if that is what they wanted, they should have taken the professional program at the graduate level rather than course work designed for the undergraduate.

Indeed, one might well raise the question whether a different kind of courses should not be designed for persons who already have a college education, since they are eligible for assignment to positions in the Library Associate rather than the LTA category. Courses designed for the LTA provide useful basic background for anyone who works in a library of course, but may not be as pertinent as special training would be, based upon the broader educational background that the student already has acquired. The course titles at both levels might seem to be essentially the same, but teaching method and approach would be different. As in lower and upper division work in the college, the content and the manner of presentation should be different in a course offered to freshmen from one offered to seniors.

Which leads us into the trickiest part of the whole Policy concept: its emphasis upon formal schooling. There has never been a discussion of the proposed Statement in these past two years which has not, at one point or another, come up against the fact that there are people without a formal academic

background who somehow have acquired all the talent and know-how that we assume comes from schooling. The Policy Statement does not provide very specifically for that kind of brilliant exception. But a statement of policy, of course, cannot be built upon exceptions; it must state the usual and normal route toward the qualification. If someone asks my office how to prepare to become a librarian, he does not want to be told that it doesn't matter; if he is brilliant enough his talents will be recognized eventually. He wants to know which route is most likely to take him where he wants to go - and that route, to all intents and purposes, is the route of formal preparation. The best the Policy can do is to recognize that exceptional people do occasionally come forward - and I assure you that it is much more occasional than regular or we wouldn't remember the particular instances - and this it does: one, by noting the importance of personal aptitudes and qualifications in addition to the academic ones (paragraph 21); and two, by suggesting that "Until examinations are identified that are valid and reliable tests of equivalent qualifications, the academic degree (or evidence of years of academic work completed), is recommended as the single best means for determining that an applicant has the background recommended for each category." (paragraph 20) This seems to me to be an invitation and a challenge to educators and librarians to design examinations that will be acceptable as means for identifying the person who has acquired the qualifications through other than the normal means. We certainly don't have them now. Meanwhile, any policy is subject to administrative interpretation in exceptional instances, but it would be a poor policy that was set up on the grounds that all of its recommendations may be ignored whenever it suits your convenience. Rules may occasionally be broken, but rules are essential.

To summarize, then: The new Statement of Policy recognizes the importance of supportive staff, and provides for formal categories of employment which will make possible the wider and more efficient use of supportive staff of different kinds and at different levels. The LTA is seen as essentially a technician, with highly specialized skills, whose role is to support the professional but not to substitute for him. Given the nature of librarianship - that it deals with knowledge and information in their several forms - emphasis must be placed on broad general education as the basis upon which promotion and qualification for professional appointment takes place. For the LTA, whose educational background is limited to two years of college-level work, upward mobility is limited also, but the categories of technical assistants provide for promotion and elevation to supervisory status - and encourage additional education to qualify for advancement into higher categories. However, for the person who already knows that librarianship as a professional career is the goal he seeks, the logical preparation is not through the LTA training at the junior college level, but through a full, four-year college baccalaureate course which qualifies him or her for immediate admission to

professional library education at the graduate level. LTA training, serving as it does several different vocational purposes, may have to be revised to supply different kinds of training routes toward different goals. And the level of the Library Associate, for which many current LTA programs really seem to be preparing their graduates, must be seen as representing a different and higher level of preparation which does not properly belong, or at least not entirely, in the junior or community college.

And now I am supposed to leave time for discussion. I hope that my remarks have set up enough targets for you to shoot at to assure that the discussion will be a lively one.

Discussion

Taylor: Thank you, Dr. Asheim. As he has already pointed out, this is your time to comment or ask questions.

Question: Perhaps you can expand your remarks on the approach to teaching library science or librarianship on the undergraduate level either in the junior college or the four-year college or, for that matter, even on the graduate level.

Asheim: I don't want to step into the area of the next speaker and I certainly won't give you a lot of instruction on how to teach. But it does seem to me that at the LTA level where, indeed, the major concern of the library in seeking LTAs is to find people highly qualified in skills, here the training probably is training in skills and routines, in the jargon, in the language, in how-to-do-it. The Policy Statement suggests that in the upper division, that is, what we now call undergraduate work - preparation for the bachelor's degree and the associate levels of employment - that the education should be much more liberal and general in its content than specifically technical. Courses here, for example, in the history and the role of the library, in children's literature, and other such course work which, in a sense would be darned good liberal education for anyone whether he went into libraries or not, seems to me appropriate. And at the graduate level, of course, we begin to get into theories and principles of the role of the library and how one continues to plan for better, more comprehensive, more widely used service. This is no longer just the techniques, you see. The techniques then become tools used by the staff not necessarily by the librarians themselves to gain the ends.

Response: I had greater reference to the instructional approach used by instructors of LTA courses or instructors on the graduate level.

Asheim: It would seem to me that in the LTA courses there might be a lot more use of actual experience--practicum--the laboratory than would be true at the graduate level, for one thing. I would think that there would be much more need to stress the student occupying himself with practice than thinking broadly and philosophically about practice.

Question: Have you given thought to examinations that might be given to those coming into the LTA program with experience and thus being given some credit?

Asheim: I'm not an expert on test construction. I don't know what kinds of examinations could be devised that would get us at what we really want. As you know, one of the major problems with testing now, and this is true of all education not just library education, is that we can get at pieces of information pretty well but we can't get at how well people think. It would seem to me at the level of the librarian, we are much more interested in his attitudes, his ability to put things together, his ability to see relations and use them constructively to come up with new solutions to all problems, than we are to whether he can check which of the five following definitions applies to this word. Now, obviously, there are ways of examining this and presumably in universities we are doing a great deal of examining for this more subtle and intangible thing. But our problem is to try to get at this some way so that we can say to someone who has never been to school, never been to a particular school, never been exposed to some of the kinds of experiences that we want them to be exposed to, has indeed somehow mastered what we expect the student to know. The exam does not tell us everything. The teacher does not think he knows all about the student simply by giving him a written exam. He knows about him throughout all of the course work and how he operates in a great variety of ways, how he responds. We don't have this with someone who hasn't gone through that so the problem is one of getting at exams which will satisfy you and tell you that this person without the formal instruction knows all we want a person with a formal instruction. How to construct these, I don't know. But I think it would be one of the most interesting things for all of us to try to establish.

Question: My Curriculum Council has a copy of the ALA Standards which refers to the LTA as a Media Specialist. I have been told to change the wording to comply. What should I reply as I draft my response this weekend?

Asheim: Well, part of your response, of course, is that Media Specialist applies only to the school librarian and if this is all that you are teaching perhaps there is no reason why you shouldn't change the title. If, however, you are applying your program to a broader spectrum of possibilities for your students, then it would seem to me that the School Media Specialist is too

narrow a title for your program. Technical Assistant wording is, as you know, a category and not a job title into which technical aides and school aides fall. You are not in conflict at all with the School Media Standards by having a program of this kind -- depending on the content, naturally, of your courses. But I should think there his problem is that he has assumed that the standards which apply to a particular segment of librarianship, that is, the specific titles used with the standards, are therefore applicable across the board and, as of yet, they are not.

Question: Going back to examinations, isn't there something we can learn from the British system of exams or even from this country from the system that the registered nurses go through or the legal profession or the medical profession in their examinations which are a requirement for a state license?

Asheim: This has often been suggested and recommended, as you know, and the possibility that there should be a national examination which qualifies a person rather than an accreditation of the school is something that has often been suggested as an alternative. The British, as you know, are at this moment moving away from that in a sense. The attendance at school is now much more a requirement because they are moving in a direction of actually sitting in the classroom rather than taking by correspondence or any way you would wish study that would then let you take the exam. So if there is something to learn, one of the things is that they are not satisfied with that either. We have tended, and this is historical with us, to want to have the freedom of the individual school to develop in the way that it wishes to go. Many schools do not wish to have to start teaching toward an examination set by outside agencies but rather to design programs which can constantly be flexible and go in the direction that they, that particular faculty, think it should go. This is part of the conflict. There are certainly values in a standard which is acceptable across the board and this is what the British exams are. When someone has the LA or FLA we all know what that is. But I think many of us like it our way on the grounds that when we want to be better than the national exam, we are free to be. Its the conflict that hasn't been resolved.

Question: About salary. It is assumed the salary is the same in this Figure I for the two rows of positions. In other words, the Senior Librarian and the Senior Specialist are on the same salary schedule?

Asheim: Yes, that was certainly the intent. The idea here specifically is to recognize, as we have often failed to do, that professional qualifications are not only library qualifications there are many other professional people -- there are many other people qualified in the things that we want from them. If we want a highly qualified personnel administrator who has all of the qualifications that we have but in his field, then it seems to me

we should recognize him with salary and status. We, ourselves, have been second class citizens so long among the other professions that I'm afraid we are guilty now of trying to find someone we can look down on and when we get a non-librarian on our staff he is frequently treated as an outsider. I think we ought to grow up to that now.

Question: Does it not seem now, with the surplus of professionally trained people in the country, the Associate bracket seems superfluous?

Asheim: It depends on what you are speaking about here. If you are saying since professionally qualified people can't get jobs we ought to open up jobs for them below that level, then I would say OK if that's what you want. If you are saying the library associate is exactly the same as the librarian and, therefore, why do we need both of them, I say no. It is a matter, I think, of defining jobs more clearly. Remember it is not necessary for a library to have all of these categories on its staff. Many libraries may not need people in particular categories. But as you know, many libraries have long wished they could hire people with a bachelors degree, without library education, to use their particular subject qualifications in a particular department within the library. Not requiring them to have all the library education that qualifies them for promotion to Director of the Library. Many people are eager to have this kind of job in the library where they can use their subject knowledge. They have not been available to the library except as clericals or as professional librarians which they are not. They are professional "something else" or they are qualified in some other area so that all this is trying to do is make more clear what the talent is you are using -- the expertise you want -- and the level on which you are employing it. The other problem, that is, since there may be a squeeze now on jobs, it may be harder for qualified people to find openings and, therefore, we should make more openings at whatever level at which they can go seems to me an economic problem. And if librarians are willing to take jobs that do not use their talents completely in order to have jobs at all, then there is nothing we can do about that. It is too bad that the situation is like that.

Response: Based on limited experience, something is still not clear to me. When I worked at a university, they would hire an associate as you describe and he would wind up doing cataloging and other librarian-type work. It was an easy out for them.

Asheim: I think there is a difference again between the definition we are trying to set for a librarian and the one that has traditionally been used which is anybody who works in a library and does things that libraries do. The Library of Congress for a long time has done just that -- taken people with language skills or subject skills, trained them in how to do the cataloging or

the classification that the Library of Congress wants, and use them as specialists in that area period. They are not concerned with library operations whatsoever except to catalog. They are not concerned with the profession as such since their job is simply to get these tasks in cataloging done. This seems to me the kind of job where following the rules set by librarians one routinely applies them. It is not full librarianship but becomes a routine kind of task. Setting up the rules in the first place is professional. Following the rules afterwards, gradually becomes less and less professional. And this is true of all professions where, gradually, certain skills once used by the professional are now being handed to supportive staff to do.

Question: I wonder if somewhere in the statement you might not be concerned with the specific kind of training recommended?

Asheim: It certainly was the intent of the policy statement to be broad enough to encompass that. You will notice that there is nowhere in here, and many people complain about this, specific instruction about what should be in those courses or what should an LTA have taught to him as compared to what an Associate gets taught. In dealing with training in education it is constantly stressed that innovative, new approaches, nontraditional means are to be encouraged and looked for in library schools and in programs of training for library workers so that I would think that any program eager to respond to new demands, willing to experiment in new ways has the support of the policy rather than its opposition. It does not have instruction on how to do this, this is true. The policy does not attempt to instruct in that way. Thus it never occurred to me for a minute that the new technology or the new devices or the multi-media approach is not assumed in this. You remember that in the original definition we say something about knowledge and information in all of its forms. We have not held ourselves to print, we have not held ourselves even to print and audiovisual, we are open to whatever the next one is that gets invented next week. And I would hope that in the training programs this would be stressed.

Question: I believe I detect a difference in emphasis between the statement and the federal regulations, GS 1411. You, by that I mean ALA, stress the significance and importance of schooling, whereas, the federal regulations stress the importance of performance.

Asheim: Certainly I would not object to the general principle that performance, of course, is the key. The problem, I think, in most employment is you do not yet have the experience of performance. And I gather that you would not want a policy from ALA which states in effect that you should not have any requirements of people -- you ought to hire them and then if they louse things up in six months get rid of them. Obviously, we want something better than that as a definition of what it is that goes on in our libraries. I would think that within the library situation

itself, however, it is obviously within the competence and responsibility of the administrator to determine that people are capable of advancement to higher responsibility. You will notice that we say somewhere in the Statement that just getting a degree is not a key at all. It is the quality of the responsibility carried by the individual. If someone who starts in at the associate level takes courses and becomes a masters, he continues as an associate if he has no other responsibilities than the ones he already was taking before the degree. He is not a librarian on your staff, he is still an associate although he holds the degree that qualifies him to be a librarian. And that seems to me, then, to be the responsibility of the administrator to use the people at the top of their talent and to give them the title and remuneration reflecting that talent. I think our problem is that in stating a policy that is going to be applied across the board to all kinds of libraries across the country not to provide a weapon which makes it possible for a complete downgrading of any qualifications or any kind of performance as the way of going ahead. And a statement that would in effect say, do not have this and do not have that, leave it up to you to decide, is not a policy.

Response: I should point out that there are many jobs at each level which a person has to be able to perform before he can move on.

Asheim: Yes, the federal regulations have many more levels than we do in the statement here and, as a matter of fact, there has been a lot of complaint that we have too many in ours. So I don't know if we would have made people happy by going in that direction. Making people happy, of course, is not the intent.

Response: I've been involved with LTAs for one month so I really shouldn't open my mouth. But I have been a librarian for twenty years and there are some problems in my mind. I'm not sure its a question I have to ask but some problems. I'm afraid the attempt to define the difference between an LTA and Associate Librarian reminds me of my trying to defend myself among my peers as a professional librarian (which you say is a bad term.) But I think the fact that we have said that all these years means we don't know what a librarian is or we are not doing what a librarian should be doing. And I think the problem, ultimately, gets to be that. If there is such a thing as a librarian, we do not have to go through such painful exercise to try to test what a library technician is. I'm in a community college which has written objectives. They are behavioral objectives concerned with the students as people. What bothers me about this statement and about the discussion is that we are saying LTAs need to know how to do this procedure but not why it is being done. It seems to me that if a person came in off the street and wanted to know why, we should tell him. It seems to me in good library administration the janitor should know why you're doing what you're

doing. The way we define the limitations or what we teach a library technician should be a human one. We are developing these people as much as they can develop and I don't see any reason to put clamps on them saying you are a technician and you are not to know anything else.

Asheim: I think there are three things there, at least, I want to answer. It was not the intent to put a clamp on and say to the student you need only know how to do this never mind why. If you will look at the course descriptions in many LTA programs, they seem to be the course descriptions from Columbia, Chicago, and Berkeley....History and development of libraries, History of books, etc. All of this for people who, when they now go out to find their jobs, are wanted for technical skills and not for this. I am not saying they should not know why they are doing what they are doing but I am saying if we are going to be fair to these students, we ought to let them know, and we ought to prepare them for, the level for which they are going to be qualified. I have had letters from students in library technical assistant programs saying I'm completing my AA next month and I wish to become an Art Librarian. Where should I apply? They have had no instruction, no guidance, no help from the school itself which has told them simply do you want to join the library profession? Become an LTA. I say that that is misguidance. And if you are concerned with the human aspect of this total problem, that's one of the human aspects. I would hope that the teaching here, as on any other level, would be good rather than bad and that where you are teaching skills you would indeed teach them in a context and make them not only how to do it but the stress is on how to do it. You are not asking the LTA when he goes out to devise new systems, to revise the objectives of librarianship, you are training him to be helpful to the librarian to which he goes at that particular level. I hope there is nothing in this policy that pulls out the human and, as a matter of fact, I have tried to build in at least one aspect of the human that seems to be lacking in some of these programs. I would guess that the objectives of your junior college are to prepare people for the kinds of things for which the junior college is ready to prepare them. And you do not say, come here on your road to becoming a brain surgeon, you know. Do you want to be a lawyer, stop in for a year or two of introductory courses. You do try to show them what it is you are doing. And to the student who does go the junior college route, for a great variety of good reasons, I think it is only fair to say to them, when you are finished with this you will be qualified to do these things. But if you want to do other things, you're going to have to go on. If you are not yet prepared to take the BA, do not forget that somewhere along the line you may have to go on to the BA if you want to move up in this field.

INTRODUCTION
Richard L Taylor, Presiding

In addition to being interested in the LTA and the program, we are also concerned with teaching the LTA as witness one of the questions we had earlier this morning. So we are delighted to have as our second speaker this morning Dr. Charles Evans who is Assistant Professor, College of Library Science, University of Kentucky. Among his duties he is Coordinator for the LTA programs administered by the University but carried on throughout the junior colleges in the state. I'm sure he will have a lot to tell us about the teacher, perhaps a bit of information about what he feels the teaching of LTAs should be concerned with -- a subject we will be exploring during the workshop both this afternoon and tomorrow.

Dr. Evans, its all yours and I'm certainly glad you could get here from Kentucky.

TEACHING THE L. T. A.
Dr. Charles W. Evans

Thank you, I'm glad I could get here, too. At times I was doubtful.

I have to amplify the introduction given me a little bit since I got a better introduction a week or so ago. I went to a party and when the lady introduced me she said, This is Dr. Evans. He's the kind of doctor that can't do you any good! Maybe there is some truth in that. Last summer I saw this chart that was passed out this morning -- Mr. Asheim's categories of library personnel -- and I was very pleased to see that I am what is called a Senior Librarian. It seemed to be very appropriate when I saw it since I had just passed my fortieth birthday. My students don't use that title, they have their own choice ones -- with reason I'm afraid. The title "Teaching the L. T. A." gives me an option to talk about just anything and that's probably what I'm going to do -- just feed you some ideas I have gathered.

The LTA program is a community college program designed to prepare people for careers in non-professional library work.

There is much food for thought in this definition. Let's take it apart and see what it means.

First, the program prepares people for work. This means that it doesn't aim to provide a general education; it doesn't aim to raise the cultural level of its students or to increase their sense of civic responsibility; or to serve them or change them in any other way. It just prepares them for work. All other objectives, however worthy they may be, are outside its scope.

Second, the program prepares people for library work. This means that it equips its graduates not merely to work in libraries, but to do work that is peculiar to librarianship. Its courses concentrate on library skills, like shelf maintenance, book repair or cataloging and not on skills that, though useful -- even essential -- to libraries are equally a part of non-library enterprises, like janitorial work, plumbing, accounting, or typing.

Third, the program prepares people for non-professional work only. It excludes preparation for professional work, which was defined in 1948, for librarians, by Theodora Brewitt:

> "professional" duties are those whose adequate performance involves the ability to exercise independent judgement based on an understanding of the elements of library service.[1]

We recognize this professional work as the special province of librarians, whom Lester Asheim has described as "those who qualified by background and training to go beyond the level of application of established rules and techniques to the analysis of library problems and the formulation of original and creative solutions for them."[2] The LTA program, then, must aim to prepare its students to apply established rules and techniques of librarianship in order to implement the judgements, or decisions, made by librarians.

Fourth, the LTA program prepares its students for careers in library work. This means that it must do more than prepare them to hold a job; it must develop in them the capacity for on-the-job improvement of their skills and for the acquisition of new skills and knowledge that may be useful in libraries.

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[1]A.L.A. Board of Personnel Administration, Subcommittee on Analysis of Library Duties. Descriptive List of Professional and Nonprofessional Duties in Libraries, Preliminary Draft. Chicago: American Library Association, 1948. p. vi.

[2]Lester E. Asheim, "Education and Manpower for Librarianship", ALA Bulletin, 62 (October, 1968), 1096.

Finally, the fact that the LTA program is a community college program means that it must be tailored to fit the needs of the local community. (As their name implies, community colleges tend to be much more closely oriented to the special needs of the surrounding area than are most four-year colleges or universities.) There are two implications in this: 1) The program must teach the technical skills that are needed in local libraries, whether or not they are among those listed by Asheim as appropriate to the LTA class; and 2) it must teach the skills that are appropriate to the abilities and educational attainments of its students. Since these may range from the dull-witted to the brilliant, and from high school drop-outs to college graduates, it must be prepared to teach library skills not only at the Library Technical Assistant level, as Asheim has defined it[1] (though it is probable that a great majority of its students will fit there), but also at the Library Clerk and Library Assistant levels.

Perhaps the most basic element in the operation of an LTA program is a clear concept of the place that its graduates are to occupy in the library.

Now, without the LTA, the library staffs are generally composed of two groups of people. In one are what we shall call clerks, for want of a better name. These people have no special training in library work, and they do only the library work that requires no special training. In the other group are the librarians who have special training, obtained in library schools, and who do all of the library work that the clerks can't do. Between them, these two groups manage to do all of the work in the library. Where, then, does the LTA fit in? It is obvious that if they are to find employment they must displace either clerks or librarians. Since the clerks do only work that requires no special training, it is equally obvious that the LTA program, if it is to be of any value to its students at all, must prepare them to do some of the work that is now being done by librarians. But is it practical to try to prepare people at the community college level to compete with people who hold masters degrees in the same subject? Indeed it is.

There are, basically, two ways to train LTAs, and each one does prepare its graduates to compete for employment with library school graduates. Both are related to library school training programs for librarians.

In one, or at the most, two years of study, library schools must introduce their students to all aspects of library work and to all types of libraries. They must cover a wide range of technical

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[1]"Library Education and Manpower," American Libraries, 1 (April, 1970), 342.

tasks in their programs, but they simply do not have enough time to make their students expert in any single area of library technology. Consequently, the normal library school graduate emerges as a jack-of-all-trades -- in library technology at least -- and master of none.

The first approach to training LTAs utilizes a program of instruction as nearly like that of the library school as is possible. Such a program consists in the main of a group of required courses which, together, give the student a broad introduction to library technology. The graduate of a program like this is really a watered-down librarian and, like the librarian, he is very mobile; he can do almost any type of technical work about as well as a beginning librarian could, and like the librarian, he can work in any type of library. He is less valuable than a librarian, however, because he lacks the latter's professional ability. Hence, he must work for less. This approach to LTA training, the imitation library school approach, gives its graduates this one advantage over library school graduates in the competition for technical-level positions in libraries: they must work cheap. This is a very real advantage -- it will gain them employment in many libraries -- but it doesn't seem to me to be one that will inspire much enthusiasm in prospective students.

The second approach to training LTAs is based on the belief that although librarians need a broad knowledge of librarianship -- their professional competence depends on it -- technicians do not. It gives the student a course of study that is quite different from that of the library school. Instead of giving him a broad introduction to many skills, it aims to make him expert in a few skills, by giving him training that is intensive rather than extensive. The graduate of this type of LTA program might be prepared to do one type of library work only, e.g., bibliographic searching, or work with audiovisual materials, or he might be prepared for work in a single type of library, a school library, for example. In either case, he would be much less mobile than a graduate of the first type of program but, when doing the work for which he is qualified, he would be much more valuable. He would also be more valuable than a new library graduate doing the same type of work. That is the advantage that this type of program would give to its graduates; a much more substantial advantage, and one of more lasting value to libraries.

Here let us digress a minute to consider the attitudes of librarians toward LTAs and the "competition" that the latter may give them. The image that many librarians have of the LTA is that of the "watered-down librarian" or jack-of-all-trades technician that is produced by the first type of LTA program we discussed. Many fear competition from this type of LTA, and perhaps with some justification. They fear that Gresham's Law -- that bad money drives out good -- may operate in librarianship as well as in

economics, so that the less valuable "watered-down librarian" may tend to supplant fully-qualified librarians in all levels of library work. They do not really fear that librarians will lose jobs when technicians become available. They do fear that the availability of a cheaper substitute will tend to reduce librarians' salaries, with consequences that are distinctly unfavorable to librarians and -- in the long run -- to libraries as well.

On the other hand, the technical expert produced by the second type of LTA program is no threat at all to librarians, since such a technical specialist could no more be substituted for a librarian than an optometrist could replace an ophthalmologist. It is true that they will fill jobs that otherwise would have to be filled by library school graduates, but they are a threat only to those librarians who are de facto technicians. They will give library technology an expertise that is wanting in many libraries, and they will free librarians from technical routine -- both in fact and in the minds of non-librarians. (The effect of the LTA on the librarian's image has not, it seems to me, been given the consideration it deserves; it should be wholly favorable.) The long range consequences of the employment of these technicians must be beneficial to libraries, to library patrons, and to librarians most of all. The attitude of librarians toward them should be an extremely favorable one.

The success of any LTA program is dependent, to a considerable extent, on the support of local librarians. This support probably will not develop spontaneously; some librarians might actually be hostile to a technician program, as a result of a misinterpretation or of misinformation. Hence one of the basic steps in teaching the LTA is the laying of a solid foundation for the success of the teaching program, by getting information about it, information that is both accurate and complete, into the hands of local librarians. Tell them what is going on, and keep them up to date. Give them first-hand information as much as possible. Invite local librarians in, to see your program and meet your students, at least once a year. Then send them all a newsletter whenever you have any news -- at least once a semester, in any case -- to keep them up to date. High school guidance counselors and any others who might send students to your program should also be on your mailing lists, and included in your invitations.

Treat every one of your students as an individual. This is a dictum to which nearly every educator, whatever his subject, would subscribe today; for many of us, however, it is little more than a platitude. But it is a basic rule in teaching library technical assistants. Your students may have a wide variety of backgrounds and a wide variety of needs. They may range in age from teenagers to senior citizens. Some may have a great deal of practical experience; others will have none. Some may have barely managed to finish high school while others may be college graduates. Some may be highly skilled in the use of books and some may barely be able to read. Some may be very familiar with

libraries and others may know almost nothing about them.

Do not try to teach the same group of technical skills to every student. Instead, help each student identify the technical skills most suited to his background and his abilities. Don't try to prepare people for work they can't handle -- for example, don't try to teach someone who is barely literate how to review books. Some of your people should concentrate on learning mechanical skills; e.g., how to make slides, splice film and run motion picture projectors. Others should concentrate on verbal skills; they might be prepared to tell stories to children, or to teach people how to use the library. You must guide each student into the type of work that will make the best possible use of his abilities in the library. As a matter of fact, you are likely to find that counseling, not teaching, is really the most important part of your work.

You must plan an individual program for each of your students. Obviously, you'll need more to work with than a few catch-all courses in library technology. Develop a number of courses, so that your students can specialize. Then supplement them by utilizing all of the other courses offered by your college; and don't hesitate to push your students into courses outside library technology if they need them. For example, see that any would-be bookmobile technician gets a course in driver training if he or she lacks it. Then, for some students at least, you'll have to invent special courses or individual study programs. Here your local libraries can be especially helpful. For example, assume that you have one student who wants to become a specialist in the restoration of rare books. You might arrange for such a student to begin by doing some work with book menders in the processing department of a local public library; then move him on through the mending department of a local college, and eventually to training in a rare book library.

Begin your program identifying the technical skills needed in your local libraries. Then prepare your students to fill those needs. Teach your students to do the work that is needed in your local libraries, and teach them to do it exactly as your local librarians want it done. For example, if you teach a student to file cards in a dictionary catalog, don't try to teach him the ALA rules for filing catalog cards. Teach him the filing rules that actually are being used in the library in which he will work, if you can.

Try to get your students to commit themselves to a specific type of work -- and to a specific employer, if they can -- as soon as possible. Having a definite objective before them will add meaning to their training and may provide a motivation sufficient to carry some people through the program who would lose interest and drop out if their goals were less clear. Perhaps even more important is the fact that if you know what work your students are going to do, you can prepare them to do it, and to do it well.

Remember that although a philosophic understanding may be essential for the professional work of the librarian, practical application is the name of the game for technicians, and its very difficult to teach your students the specific details that effective practical application demands, without reference to a specific library.

Try to arrange work-study programs for as many of your students as you can. Find part-time employment for them in local libraries. Often, this will develop into permanent, full-time employment after they finish their studies, and their on-the-job experience can strongly reinforce your teaching.

Involve the local libraries in your teaching as much as possible. Use them as laboratories if you can, and get the local librarians to work with your students in their libraries, if they will. Use the "hands on" approach to teaching as much as you can. Get your students out of the classroom and into direct contact with the tools that they will use in their work. For example, if you teach people to do ready-reference work, do not just show them reference books in a classroom. Get them into libraries -- preferably, the libraries in which they plan to work -- and teach them to answer the questions that are asked there -- including questions like these:

1. What time does the library close on Saturday?
2. Have you got Mrs. Piggle-Wiggle?
3. Where is the lady's room?

Any properly-trained technical assistant should be able to answer such questions in his library with no difficulty. It would be embarrassing, both for the LTA and the library, if he could not. But the ability to answer questions like these depends on knowledge of the library itself, rather than on knowledge of books or of general library practices. It is vital for the technical assistant, whatever his library specialty, to know his library. For example, he needs to know its layout; its own special vocabulary (and every organization develops a language of its own that is unintelligible-- or misleading -- to outsiders); its staff members -- who they are and what they do; where it keeps things; and what its rules are.

Helping your students to learn things like this is an important part of your job, -- and one reason why you want to know exactly where they will be working after they finish their studies. Even if you don't know where they will be working -- and, of course you can't know this about many of them -- you can teach them what they will need to learn, even though you may be unable to teach them the information itself.

As you may have guessed, each of the questions I cited as examples was one that I failed to answer as a new reference librarian. (I

had to get the answers from a clerk.) You see, my library school professors did a great deal to prepare me for librarianship, but they never warned me that one of my basic needs in a strange library would be to locate the ladies' room. Try to do better with your students.

There is one problem that exists whenever you involve a working library in your teaching program, either as a laboratory or as a site for practice work. Take care to make these library activities real teaching experiences. Don't allow them to evolve -- or degenerate -- into nothing more than free labor for the library. Laboratory or practice work sessions should be planned only to benefit the student, not the library. In fact, a cooperating library should never get any direct benefit from your student practice -- except well-trained staff members! (Naturally, this isn't true of library work for which students are paid. There, their work itself is of primary importance, and what they learn while doing it is secondary.)

All of your students have to learn something about the simpler technical routines, like shelf maintenance and the operation of circulation systems. This is a necessary part of their introduction to library work. But don't do more than introduce your students to skills like these. Don't, for example, spend your course time in making your students expert in charging machine operation.[1] Instead, concentrate on the more complex library skills -- like using Sears or the Decimal Classification tables -- that can't be mastered on-the-job easily by untrained people.

When you teach students a technical skill, you need not necessarily teach them all the minute details. For example, if you teach students to write personal name headings according to the Anglo-American Catalog Rules, don't spend time teaching them the differences between the treatment of compound surnames in Spanish and Portuguese. Instead, concentrate on the most commonly-used techniques, and build their skill in these. Repeat. Practice. Develop speed and accuracy. Get your students to take pride in the expert performance of their technical tasks. Always remember that technicians need not know how to do very much, but they must be expert in what they do know.

The program that you develop for your students probably will be planned for four semesters of study, and will qualify them for an Associate in Arts or comparable degree. This is as it should be, since it is in accord with most patterns of study in community colleges. Remember, however, that while a degree may be almost

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[1] There is an exception to this. You may have some students of less than average ability who aren't capable of mastering LTA-level skills but could, with your help, learn simple skills, like shelving or filing, well enough to make them useful members of a library staff. Such students wouldn't qualify for an A.A. degree, but they should be helped to learn all that they can. They need training more than your more able students do.

vital to a librarian, since it is the only proof he has of his professional competence, it's much less important to technicians, who have skills that they can demonstrate on the job. The basic criterion for any position is the ability to do the job. If your students have this ability, they may not need a degree. You will find -- even with a two-year training program -- that some of your students won't bother to qualify for the degree. (So don't measure your effectiveness by the number of degrees you award.)

Don't let yourself become too committed to the two-year pattern of study. You may have some students who would be better served by a shorter program -- one year, perhaps -- and you may have others who will need more than four semesters of work. Try to provide these if you can. It may even be possible for you to provide upper-division or even graduate-level courses, through cooperation with the extension department of a four-year college or university.

Whatever you do, remember that you are preparing your students for careers -- not just jobs -- in library technology. Prepare them, then, to grow in their work. Try to develop in them an attitude toward their work that will encourage them to continue to enrich and to develop their skills after they leave the college. Acquaint them with the opportunities for continuing education that are open to them, apart from their work -- whether these be in your school, or elsewhere.

Many of the opportunities for advancement open to your students in libraries will require the supervision of other non-professional employees. Try to include in their course of study some introduction to supervisory work, so that they will be able to qualify for promotion.

Finally, what sort of people should you get -- if you can -- to teach your LTA program, and where should you go to find them?

Some of your instruction must be given by people who are working in libraries. This is implicit in the involvement of local libraries in your educational program. But your faculty should be composed -- as much as possible -- of full-time people, rather than of full-time librarians who just teach a course on the side. The librarians that you get to come in during the evening or on Saturdays to teach one class usually are able people, and are sincere believers in the value of skilled non-professionals to libraries. (You wouldn't want them otherwise.) But they really can't give the time to teaching that an LTA program demands. They simply cannot give the individual attention and special instruction that many of your students will need.

Your instructors should know something about the subject you expect them to teach -- that goes without saying. It doesn't necessarily follow, however, that the person who knows the most

would be the best choice as an instructor. The instructor must not only know his subject, he must be able to communicate with his students and he must be able to teach them. Teaching ability is especially important in a technical program, where some students will lack competence in formal education. This lack must be offset by the skill of the instructor. So if you have to choose between an expert librarian and an expert educator, take the educator. After all, you're helping people to learn, not running a library, and helping people to learn is what educators are supposed to know how to do.

Now, where could you go to find a competent full-time instructor for your program?

Most of us try to find our instructors among working librarians. We have access to another source of instructors, however, which seems to me to have great potential, but which is often overlooked: the library school.

Last year one school did show exceptional good sense by hiring a brand-new graduate from my school, the College of Library Science in the University of Kentucky. This graduate is a mature lady (i.e., she's about my age); she has library experience, ability, and personal qualities that would make her an ideal choice for almost any position. She was -- obviously -- an exceptional student; but we have other exceptional students, many of whom have qualities that would be invaluable in a technical assistan. training program. I am sure that there are equally well-qualified students in other library schools as well.

There is a special characteristic that many newly-graduated librarians have, which makes them especially attractive for LTA programs. They are ready to begin a new career, and they are ready to grow with an expanding program.

This is exactly what teaching the LTA is. It is not just another variety of librarianship. It is a new career. It is challenging. It is demanding. But it also can be very rewarding and very satisfying. With the right kind of people, it can make a great contribution to librarianship and to society.

Discussion

Response: I have several points to make but I quit writing them down. One of them I'll just mention in passing. I don't think that a good teacher could be someone right out of library school because I feel one needs experience in libraries before he can teach LTAs what to do. But the one thing that I really wanted to plug was the fact that while it might be fine to involve the local libraries in establishing experience, I really think sending these

students out to work in the library before they are trained is an imposition on that library. The advantage of the LTA is to come to the library already trained and if you send the student out, this is in-service training in the library and the library might as well hire someone to do this training.

Evans: Do you want me to refute those arguments? I can't because they are points of view. But I am going to start by criticizing your argument that newly graduated librarians couldn't be good prospects for teaching.

Response: Without experience!

Evans: Now you're qualifying your statement. Remember that you get all kinds of people in library schools. The lady that I cited had ten years of work in a library before she came to get the degree. And she was a lady with tremendous ability -- not potential but demonstrated. She had all kinds of ability in the past and we have plenty students like this. And where do you go to find someone with experience? (I wanted to point this out.) You may find people who are unemployed and looking for employment who have suitable background in library schools. The alternative, it seems to me, is to try to go into a library and find somebody who is committed to a job and try to hire him out of it which can be a bit of a problem sometimes. I don't mean to say that a new library school graduate who may be a young lady twenty-three years old and who has maybe never worked in a library at all should be brought in and given the job teaching people. And I do want you to get away from the idea that librarians should be teachers in these programs, that is, that all the teachers necessarily should be librarians. You're going to be teaching technical skills, you see, and what you want is to have a teacher who can teach the technical skill. It may be that you're preparing a technician for work with film, that is, photographic materials in the library. Now, it may be a good idea to bring in a photographer rather than somebody with a library degree. If you can, get the two mixed, a librarian who knows photography. That's fine, but if you have to choose between an expert in photography and a librarian, take the photographer who knows the techniques you're trying to teach.

Now, to the point about in-service training. I'm not implying here that you should simply send your students out to learn how to work in a library but that you take them to the library and show them what is going on. If you can involve the librarian in teaching, get them to show your students what they are doing, if they choose to do this. You will find, I think, that librarians are awful hams. I can see this as a teacher. I know librarians who just love to have our students come visit. Call them on the phone and ask to bring your class over to see how the technical processing department operates! Almost certainly they welcome us with open arms -- usually not only with open arms but with coffee and Danish and things like that. They take plenty of time

to tell us how they do things. It's a flattering thing to be asked for your advice and your opinion. In fact its one way of buttering librarians up. I don't mean that you should send them out just to work and get paid for it, learn on the job, and get a degree on the side. Not a bit.

Response: But the work study program...

Evans: Oh, yes, but a work study program is a little different. Send a person out who is unskilled, get him into a library, there's a lot of room in libraries, clerical positions, for example.

Response: That's what I think the librarians would object to. This costs them money to train these people.

Evans: Oh, no, I'm not talking about training them. I'm talking about putting them in a job at the unskilled level.

Response: How can you put somebody in a job without training him how to do what he is supposed to do?

Evans: Librarians are doing this all the time. What I'm trying to say here is that it is better to teach a clerk how to do advanced skill beyond his present clerical ability so he can tie the two together rather than take someone into a classroom and teach him skills completely isolated from libraries.

Question: At the University of Kentucky, do you teach exclusively librarians or do you teach LTAs? I should think it would be very interesting if a library school taught both levels. The distinction between the two could be made clearer. How would you differentiate at each level?

Evans: I agree with you wholeheartedly. I didn't tell you the truth here. I said the University of Kentucky does not teach technicians. It does, but the College of Library Science does not teach technicians, it teaches librarians only. It happens that in Kentucky there are fifteen community colleges around the state and these are a part of the University of Kentucky. They provide, at the community college level, technical courses so you see, strictly speaking, the University does both. I agree with you that library schools -- now I'm changing the meaning of library school -- should be involved in the teaching of all kinds of library work, really. It isn't really necessary to disassociate these two in practice. We could do it on the University campus right in Lexington because a part of the University is two-year schools. We have one of them right on campus, the Lexington Technical Institute, and although there is no library technical assistant program in the Institute right now, it could be taught there and then we would all be on the same campus. It might be that we would be able to work together to some degree. I can conceive of practice sessions that would involve both technicians doing technical work and library school students in effect directing

the technical work and deciding how to use technicians. In other words, to expose our students to the use of technicians. They get along entirely without technicians at the present time, of course.

Question: I was hoping that with this talk on teaching the LTA you would have drawn on the experience we had -- several of us in this room -- in the workshop at Rutgers. To get on a personal course, I feel the term library technical assistant is obsolete and we should think in broader terms of a media technician. You will note that tomorrow we have four workshops on the four basic courses for library technicians. I'd like to have you draw on your experience and give a critique on the four courses that are supposed to be basic.

Evans: First thing, to get back to your terminology question here, I must say I agree with you completely. I did draw on my experience this summer. I'm drawing on it somewhat in helping to plan the program in Kentucky. What I'm telling you is not what we did, but what I have decided we did wrong because our program is basically the watered-down librarian approach as are the four basic courses. This whole concept of let us teach the technician the broad array of technology -- let us cover technical processes, public services, administration and so on -- and teach them to work as an assistant at all of these levels is, I think, wrong. The basic notion here is wrong. He may learn enough -- he may learn plenty in any of these courses so he can go out and get a job but our basic concept should be on picking out the skills within the library which he can handle best and then develop those skills to the fullest. This may mean you prepare a person only for work in technical processes and ignore much of the skills that would be used in readers services or elsewhere. In other words, make them all specialists.

Question: How would you revamp the courses?

Evans: The only real change I would make, apart from getting some more courses in there, so that the person could specialize more, would be to get away from the required list. Say to a person, in order to be a technician you must take Library Technology I, II, III and IV and then if you graduate, go out and get a job. I think what is necessary here is to sit down with the student, examine him, find out what kind of a person he is, what it is he can do best -- whether he has mechanical skills or verbal skills -- what his educational background is, and then plan a program for him. Again, it may be a required program but one that is required just for him. You might say to him take Library Technology I, II, III and IV or you may say take Library Technology I only and then other support courses. I want to get away from the pattern -- take a block of courses, then you get a degree, then you look for a job. The individual who goes through this sort of survey program really is not expert in anything, and a librarian who was a little cautious about hiring technicians might really

wonder what he was buying.

Question: Aren't you locking them in since the national pattern is to change jobs a number of times? I think such a plan would hinder a person -- if he were a specialist -- if he were to move from, say, Kentucky to California.

Evans: I've got to back up here and speak to that. You didn't quite understand me. Oh, yes, you did understand me very well but there was one little point you missed. You mentioned Kentucky. Please remember I am giving you my opinion. I am not telling you how it is done in Kentucky. I am telling you the way I think Kentucky should change. My ideas have evolved from my experience with Kentucky and elsewhere.

Response: I want to talk on this point. I think there is a serious flaw in what you're saying. You must remember that in each library the given routines and procedures are in a constant state of change and its impossible to teach these specific routines of a given moment because they are changing every day. It seems to me that is a very serious flaw in your curriculum.

Evans: My concept, not my curriculum, please. Because I don't have a curriculum.

Question: I don't think it would work and be beneficial to librarianship. It seems to me you have to give them broader training along the lines of these basic courses. They have to know what a shelf list is, what's on a shelf list will differ from one library to another but you have to give them the concept of a shelf list -- this is an inventory of what's in the library. You just don't try to perfect in specific skills. If you do that or as its done in a given library, in larger communities its impossible to know where they are going to work.

Evans: I think you are over simplifying my argument here. I thought you were going to debate with the lady behind you but since you have the same argument, I will speak to both. I don't propose that you teach extremely specific points. This could be carried too far. You expect an employee to learn on the job how things are changing and I would assume your students would have the same kind of learning. But what I mean is, to get this more precisely, if you have in your mind that your student will be working in a Dewey-classed library, teach him to use Dewey and don't bother teaching him Library of Congress. Don't try to teach classification schemes in the abstract. Don't give him a variety.

Response: But he's not going to stay in the same job.

Evans: Indeed so. This is where the lady was criticizing me back there. She says he is going to go anywhere and I agree. I agree completely that he may move. We know this. But I do believe that the technician should be prepared for a specific type of work and

this means an orientation to a specific type of library and, indeed, a specific library if you can. There is one thing about technicians, they know how to do it in the library as opposed to the general understanding of the librarian. And so if you can fit them to this they become more and more valuable. If you just tell a very vague notion of technique so that they can apply what they know in all kinds of libraries, they are not going to be very skilled. They are not going to have much, when they walk in looking for a job, that the librarian couldn't teach to an unskilled person very, very quickly. (I mean about his own library.) They really haven't got much to offer a local library. What they do have to offer is expertise and that means application to a specific situation. Now I have to go one point further, here, you're speaking about mobility. Librarians are very mobile. Its inherent in professional training that they be prepared for mobility because it goes with this broad background you must give them. A librarian has to be able to fit into any type of library because he's not allowed to work in any library as a professional unless he's acquainted with all types of libraries. What a technician has to offer is his special skill and one of the advantages of hiring a technician is that they come into your library and they are less mobile. They learn how you do it in your library, they stay with you for years. I have to quote my mother here. I quote my mother to every group and say the same little speech. Although some of you have heard me talk before, its always the same thing. My mother sent me to library school -- she put me on the bus, you know. My mother was a nonprofessional librarian -- she was a clerk, that was her title, intermediate clerk. She gave me these words of advice when I went off to library school. She said, Remember, Son, one good clerk is worth two librarians. All through library school I thought that was awfully funny. Then I repeated this very funny remark to a very eminent librarian on the west coast. (Eminent not only in status but also in competence -- a really good one.) And this individual didn't think it was funny. She looked down her nose at me and said, Why, everybody knows that! What she meant -- and what my mother meant -- was that a good clerk is someone with experience who can work in your library, who knows all the symbols used in <u>your</u> catalog, who can find things in your library, who can work with people who come in there, who knows where your ladies' room is. The librarian is not of much value, really -- the new librarian who knows all sorts of principles.

For example: I assume everybody here is a librarian and I suppose everyone of you would consider yourself a competent librarian. If you were at the University of Kentucky, and I'm not touting this as an excellent library, I'm just citing it as an example. If you walked in there, you couldn't do reference work in that library very well. You couldn't find anything. You couldn't read the symbols on the catalog cards. What does a star mean on a catalog card? None of you know because I'm talking about one specific library. The star means the book is in the Rare Book Room. There is no uniform symbol here that you can teach in the abstract in library school. But you could prepare somebody to work in that library.

I have to go one step further here (I keep advancing one step at a time.) If you teach somebody to do this and you teach him that this is the way we do it in this library, it does have transferability to a degree. At least he knows the kind of thing he has to look for in libraries. He knows about funny symbols in libraries and he has things built into his head. This is the way they do it at the University of Kentucky or this is the way they do it in Chicago Public. Then if he goes to California (and I happen to be from California incidentally) if he goes to work in the San Diego Public Library (which is one I worked for for years) things will be different. But he will have in his mind that this is the way it was in the University of Kentucky as opposed to the concept of this is the way things are done in libraries period. The latter is what you are likely to give him if you just teach him in a classroom situation. This happens in library schools as well as technical programs. If you bring a librarian in to do the teaching what does he really teach? Very often what he teaches is this is the way we did it where I come from. However, he often doesn't tell you that that is what he's teaching. He says this is the way its done and he stops right there. And you go out assuming you know how things are done. There is a difference in the way things are done generally and the way things are done in one specific place.

INTRODUCTION
Mrs. Noel Grego, Presiding

This morning's discussion focused on the educator, on our training program and on what our programs were designed to do (or what they were designed not to do.) This afternoon we have a chance to look at those who have been enrolled in our programs and those who will be employers of library technical assistants. So often at our earlier conferences, it was said if we could only see a living, breathing LTA -- we now have them and they're here this afternoon to comment on the programs that we have designed for them. Also, the employers are here to comment on these programs.

Since I am chairman of this afternoon session, I have taken the liberty to change the program around a bit. We will hear from our LTAs first. They are rather new at the role of addressing a group and are quite anxious to talk with you. We thought we'd let them talk first and then they could enjoy the rest of the program. Our first speaker will be Mrs. Carol Carter who is a graduate of the program at Wright College and is currently employed at St. Patricks High School in Chicago. Our second LTA will be Mrs. Loretta Harris who is now employed at the University of Illinois Medical Library. She is currently enrolled in the LTA program at Kennedy-King College. Mrs. Betty Schwartz, our third speaker, is a student at the College of Du Page and will graduate in June. We will first hear from the LTAs and then from the employers. They will address you without interruption. Unless you have some burning question which you feel you just must ask after the presentation by the LTAs, we'd like to continue and then after all talks have our discussion.

Those representing our employers are Mrs. Stella Gomes of the National Easter Seal Foundation for Crippled Children Library, Mr. Lennart Olund of Lyons Township High School Library, and Mr. Glen Scharfenorth of the University of Illinois at Chicago Circle. Our first speaker, Mrs. Carol Carter.

THE LTA LOOKS AT TRAINING

Carter: I am employed at St. Patricks High School, a parochial boys' school of about 1700 pupils with a library of over 20,000 volumes and subscriptions to some 125 periodicals, more or less. We have two full time librarians plus myself and a library club of boys who volunteer to do things that the librarians need to have done. Having been employed only the last two months, I am very new at this whole thing but I can say that the four basic courses I took at the City College were really very important

to me. I went to St. Pats having never worked in a library before so this was a new experience. The two librarians came to the school the same year I did so we were all new on the job and right now we're in the process of working together and reorganizing the whole library which means we have a big job ahead of us. When I arrived at St. Pats and they told me what I had to do and the way they did things, it took only a short time -- perhaps a week -- for me to catch on to the system that they use and really begin to work. Another thing that I thought interesting was that the librarian told me that I should become acquainted with the stacks which gave me a chance to do just a little bit of everything. To me, that on-the-job training specifically was the whole answer to the situation. If I had had any idea of where I was going to work when I took the courses, maybe that would have made it an entirely different picture. But I didn't. And if I had any recommendations so far as LTAs in high school libraries is concerned, I have found that more experience with periodicals is desirable. While we can go ahead and point out to students where they can find the periodicals and help them that way (there's at least 125 different varieties), I think I could relate to the whole situation a little bit better if I had had more familiarity with them. If there were some sort of a listing of typical high school library periodicals they could give you when you're taking the course work, it would be helpful. We use the Dewey Decimal System there, and while I was familiar with it, I'm not an expert by any means. But if I had another suggestion to make I would say, maybe we could spend a little more time with classification and also with Sears Subject Headings. I really don't think being a specialist in one area is the answer because, from my personal experience, I feel covering the whole area in general gives you the picture that you really need when you go into a library for the first time -- especially if you've never had any experience before. This morning I was talking to a lady about medical libraries and so forth. I think that is an interesting area and maybe the City College could expand in that direction in case somebody really knew that they were going into that area. It would be a whole new door to open, so to speak. As far as where I work, I enjoy the work and getting acquainted with the whole set-up in the library rather than specializing in one thing makes it more interesting.

Harris: To try to evaluate the value of a LTA program, I think, is very difficult. In the first place, I've been in a library situation for thirteen years starting as a photo technician and working all the way up to the present position as an LTA and a searcher. I enjoy searching. This does not mean that I find that the LTA program has been of no help to me. I'm going to comment on what Carol said. Even after being in a library these many years, I don't understand seeing people come in with any kind of a difficult problem. Maybe its because I find it hard when you talk to someone and you say "Library of Congress" and they look at you and don't know what you're talking about. I guess I

sort of assume when someone comes in that he's had experience or had some kind of training and this sort of thing should not be a blank to him. Taking a course has helped me in my job. I found that I was lacking in some areas of bibliographic work. This helped me in learning library terminology and in learning why you're doing things and how to relate to what you're doing in situations. I believe that just being with a student from another library in the classroom situation is a learning process and this too, to share your ideas of your own library, is very helpful. I believe, also, that the general overall picture for the LTA is a very good program. I like the idea of not specializing but introducing the person to some of the varied things he is expected to do and situations he will face in a library. Working only in a technical services area, I found that the public services course was very helpful. Who's to say you will always be in a technical services area? I want to say that I'm glad that whoever thought of the program finally realized that it was time that we train library workers at this level. Persons are being trained in other fields and this is the first that I know that they have actually tried to train people to work specifically in a library. I only wish that they would not limit it to just technical assistants. Again, I have to speak from experience. I think that clerks, or even typists, coming into the library should be familiar with the library terms. Maybe they should take just one of the courses, especially the introductory course or maybe the public services course. But I do believe that it might be helpful for the employer, and certainly the LTA who is a supervisor, to have someone who you can talk to and not have to go from scratch to find out what a shelf list is, you know, or something like that. Other things I would like to see in the LTA program would perhaps be some supervisory course, maybe if not an entire course, some part of a course. Perhaps just an added feature of the program. And last of all, I'd like to say that I hope that the librarians don't think that we're here to replace them but to help them with any problems and sort of alleviate some of the work load.

Schwartz: I'm coming in on the other side of the fence, so to speak, so I'm not really sure what it is that I can offer. I have had no library experience whatsoever -- I've never worked in a library. I am almost through with these courses now so I can't tell you how they would relate to work experience. I can say the one thing that I've been very pleased about is the flexibility of the program. The fact that there are certain library courses that you must have but there is a lot of room for other courses you want to take besides that. If you're strong in one field, fine, you can go on in that or you can skip something else if its not so great. I appreciate the fact that the idea is to have an overall background. The one thing that I think I would really like to see is some kind of discussion or, I suppose, more formal goal as far as I myself am concerned. I'd like to know that when I finish there are certain job opportunities offered to me but I'd like to know a little more specifically what?, where?, and salary? I think that having either somebody come in and talk to us or perhaps whoever is in charge of the program

be able to give us more specific information would be very helpful. I find, very honestly, that I've learned a great deal today just in a very brief conversation at lunch. There were a lot of questions that were unanswered for me that were kind of vague. I realize there are things you don't know but I think that people in different libraries have a good idea of what they are looking for in an LTA and I'd like to see it spelled out a little more clearly for all of us. We have, at Du Page, an in-service training program which we go into just before graduation. I think this will probably be the most beneficial thing in the world for me because it will give me a chance to take some of the skills that I've learned and use them and I feel that there's a certain security in working with the librarian rather than having to go out and start on your own first and wonder what do I do first? So this is really all I can think of to offer at the moment. I don't know what else, really.

Grego: I said at the outset if there were any burning questions that you had to ask, you could ask them now or else hold them until after we've heard from the employers. So, do you have any questions that you feel you must ask right now?

Question: One thing I wanted to say, these ladies are the second, third, and fourth LTAs I've seen trained and may all our students be of their calibre! A gentleman friend of mine behind me is pressuring to ask a question. The first two speakers, did you have a practicum or an in-service training course and did it help you? And then, specifically, I have a question for the first lady. The questions you ask like better knowledge of periodicals, better use of Dewey, and all that sort of thing, this gives me the feeling that you're doing reference service. Is that your position in the library where you're working?

Carter: Not exactly. First of all, I didn't have any experience at all before I came to this program nor did I have an in-service training course. And as far as the periodicals are concerned, at St. Pats we keep them back of the desk. After the students look up the articles, they bring us a slip and we go back to get them the magazine. But my idea was that we have so many different kinds of magazines that I wasn't familiar with -- especially in a Catholic school where we have a great many religious magazines, and also technical magazines, you know, like Popular Mechanics. There are many that I am not really familiar with. I think that if we just had some sort of briefing session so that we could have an example of some of these magazines that we could go through or know something about them to me that would be a help. We're handing out magazines that, you know, we've never seen before. I think they should have some sort of, like for a high school, list of periodicals for high schools or periodicals that are relevant to a Catholic school, or something like that, so that we could...

Comment: So you'd know the tool you were handling?

Carter: That's right. That's my idea.

THE EMPLOYER LOOKS AT TRAINING

Grego: Mrs. Gomes.

Gomes: I would like to describe to you the library situation at the National Easter Seal Society (not Foundation) so that you can see how this relates to our needs in a library technician -- we call our person a library aide. We do have a position for one library aide, which I have really been selling today -- it has not been filled since last November. We are at a loss to know what happens to the graduates of these programs because we have no recourse to either a list of graduates or there really is no follow up. One of the persons who spoke before me thought there should be some counseling done in order to tell the prospective graduates where positions might be open and I think from an employers point of view, too, we would like to know where the graduates are, where they are going, and if they are interested in the position or positions we might have. Now the library of the National Easter Seal Society is a special library medically oriented but nevertheless more special than medical because we deal with rehabilitation material. In addition to a basic collection of books and pamphlets, bibliographies that we compile ourselves in the area of rehabilitation and in special disability areas, we also serve the Easter Seal affiliates and the general public in and around the medical center area. We publish a monthly journal entitled "Rehabilitation Literature" and this is one of the basic functions of the library staff. It is an abstracting journal that abstracts and reviews books and journals that touch on the subject of rehabilitation. So this makes our situation a little different from the school library or the university library that needs a technical assistant or a library technical assistant.

We look for our LTA to be able to do all the supportive tasks for smooth library operation such as checking in periodicals, shelving, filing, typing catalog cards, and certain circulation routines which might be more simplified than in a general larger library. There are special tasks relating to our specific function such as proof reading the journal material which is of professional content and calibre and, therefore, presents a problem if somebody is not able to determine the difference between a physiologist and a psychologist or something like that. We also send out free package materials -- a package library to anybody who writes in for information from all over the country. They may be students, professionals in the paramedical field or professional schools of physical medicine and particularly occupational therapy, physical therapy and so on. So our technical assistant is required to put together package libraries depending on certain disabilities. They may be CVA or amputations or physical or speech defects of some kind. So because of this I think that an LTA program needs to have, if they want to be employed in a special library such as ours or wherever there is this need for specialized knowledge, field trips or one-day seminars and have people in these fields tell a class what some of the specific requirements in a library like this are. I think that the LTAs need to be instructed not only on the

routines but also on a general willingness to be there and to work. This might just be a problem that is local to where the Easter Seal Society is located -- being on the west side of the city -- but when the job gets to be dull (there are certain routines like just mailing packages out which is very, very dull) we find that our LTA gets bored and decides to quit. Now I do not know how to teach a person or how to advise that a curriculum teach the LTA that we need to be able to depend on him. The professional staff cannot possibly function, there just aren't enough hours in the day or hands to do all the work that is necessary. This technical skill is one that is very necessary for the smooth operation of our library. I do not know why it is that people just feel that they need to be so mobile or just leave jobs without staying in it. Every professional or non-professional opportunity will have some boring tasks but I find that any kind of program with a specific or specialized type of training makes the participant feel that he should always be looking for greener pastures. I think this is a very wrong attitude because it leaves the libraries very, very short staffed for long periods of time.

Another important item from the employer's point of view, and of benefit to the technical assistant, is job classification. In businesses, foundations, special library situations and the like there are generally two classes of employees -- exempt and non-exempt. It is up to the librarian, I think, to establish in such a system the need for specialists. In most special libraries you have an exempt position and a non-exempt position and no in-betweens. So I think that librarians, who recognize the need for technical assistants to keep their operations smooth, need to work closely with their personnel departments to up-grade levels, to make in-between levels between the professional and the clerk-type position because of the skills.

Perhaps it would be a good thing for a professional association of some kind for library technologists, such as ALA or COLT, to keep technicians up-to-date in the area, interested in his or her career, and give them a common meeting ground. It might provide a centralized placement service or something like that. It would be some place where an employer would have a way of reaching prospective library technicians also. I don't know what else, from the mployers point of view, would interest you but I would be willing to answer any questions relating to the special library or a library such as we have at the Easter Seal Society.

Question: On the matter of dependability, (I don't have any LTAs and have not worked with any as such) I feel many times people seek greener pastures because when we first get them we don't explain to them that this is the beginning salary schedule and there will possibly be raises. Of course, I look for greener pastures, you look for greener pastures, everyone does and since the cost of living and all of this is rising, I think that this is a real problem. Perhaps profession-wide in a particular area, salary schedules can be set up and presented to people when they

begin so that they can see that they can gain more salary not only for being there for a period of time but perhaps with increased responsibilities?

Gomes: Thank you for the comment.

Olund: Before I mention what we at Lyons Township High School expect from an LTA, let me just say that I am bringing my remarks from a background of working in elementary and high school libraries. I'll try to restrict my comments and my views from the standpoint of school librarianship and as I have seen it in practice in Illinois. Lyons Township High School is a fairly large comprehensive high school in La Grange and Western Springs. We have a two/two system which means that freshmen and sophomores go to the school in Western Springs and the other two years at La Grange. The student body of 5100 is split about in half between the two schools. We have about 25,000 volumes at one campus and a little less than that, perhaps 20,000 volumes, at the other. I have a staff of ten professional people, six secretaries, and one man who is an electronics technician. Let me give you a little background about my school so that you'll be able to see that we need certain types of people. We don't have differentiated staffing by any means, but we do expect, of course, to fully utilize any of our employees and, then, some have greater strengths than others. We do centralized processing for both schools and, therefore, technical services are centralized at one campus. The cataloger, a professional of course, has two secretaries working for her. I have two media specialists working in the audiovisual area and each has an AV secretary (or library technical assistant or what have you) for which we have a job description prepared. From this you will see what we expect of the AV secretary. Then we have clerks or secretaries that work in the area of circulation. And you librarians, of course, know all the work that is involved with circulation. At one school we have one circulation desk on one floor and this secretary handles that desk plus periodicals. The other school has a two-floor library and so we have two circulation desks and have, again, two clerks working full time at the desks. We have reference librarians, and myself, and I have a secretary who does much of the district work and so forth.

It might interest you to know that when we advertised for an AV secretary this last time, we must have had twenty or twenty-five applicants right from our area. Seventy-five per cent of them came with some degree of college experience and some of them -- maybe six or so -- were college graduates. We ended up hiring a Lyons Township High School graduate (it shows a little prejudice here) and one who had gone to the University of Illinois and graduated in three years as a foreign language major. She came to us because she had always wanted to work in a school situation but not in the teaching area. She was an excellent typist, she had a real brain in her head and we felt we could use this person. You see, she had a willingness to learn and an aptitude toward work

and we felt we could easily train her for the position. She's working out beautifully. Now, we don't call her an LTA and perhaps you would classify her as a para-professional, but at least she is working out and is doing what is on our list here except for key-punching. That comes later.

Now, on the other hand, working with her is a high school girl in the EMH program who we have cleaning film. We had her last year as a library aide at the circulation desk and then put her in the periodical room. She had some trouble relating and finally we found a job for her -- that of cleaning and splicing film. I'd like to hire her full time next year and have her work right side by side with this college graduate. Now she is not an LTA either, to be sure, because she just came out of a high school program for mentally handicapped and her experiences are limited as well. But she will be working in our area -- in the media field. So you can begin to see a little bit of what we do.

Now, let me say that I want my people to be flexible; I like to see some potential in people so, when I interview them for jobs, I hope that I can read into their interview some degree of these potentials for betterment. I like them to show initiative and along the lines, you know, of being able to tell them this is what you are to do, go ahead and do it, and don't let me hear about it unless you have problems. Particularly important at the high school level, and in our area, is that we need to have somebody who has good rapport with students and teachers. Any of us want to have good rapport with the people we work with. Many of these secretaries or clerks or LTAs are going to be working with students. These kids, you know, come in with film and we help them produce an 8mm film for a topic they are doing in humanities. Or they'll come in with certain art books, perhaps, and we make slides. We'll make tapes for them and we'll have these people working right with us in the production room. So you see its important that such a person has good rapport with the student -- one who is firm but pleasing. Then you know how teachers are! You have to have a lot of patience and a lot of understanding to deal with teachers who can be quite demanding. Certainly another area is that they have to be adaptable to many, many things.

I'd like to go down this list roughly and just bring out a couple of points. This is a job description for what I would call an AV secretary.[1] If I were writing a job description for the person in technical processing, that would be a little different because she is involved with processing all types of AV and print material. If I had the job description for the circulation people, it would also be different. People who also do a little supervising on the floor and a little minor reference work or work with reserves and bibliographies, of course, make up another category. But let's look at the example you have before you: Typing, electric typewriter, type fifty-five to seventy words per minute, use the

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[1]See page 93.

carbon ribbon and so forth; filing, this means filing in the regular card catalog and of course filing above the rod (can't let them drop their cards in the card catalog); there are mundane things -- somebody talked about routines -- that they have to do such as dust and clean the equipment and so forth, preventive maintenance of course; changing chemicals and making transparencies; there are a lot of clerical-type duties, production duties, they have to be able to work well with their hands and be able to do it quickly because, you know, the job orders get piled up and the teachers want their dittos and they want film and all the work that has to be done -- posters, signs and the like. Film cleaning, of course is delegated to our student as you know and then film rental. We have a $7500 film rental budget which in itself involves a lot of films. In addition, we own about 300 films. There is a co-op library that we are a part of as well. We use a lot of people in the library. I have a $7500 budget for aides--for student aides so we have paid aides before and after school. I also have a number of aides who work for us through the study hall system and volunteer mothers that help from the community. All of this calls for a lot of supervision. So there's administrative work involved as an LTA because she may have half a dozen kids and a couple of mothers working for her. She has to organize her time, and to lay out the work for these people as they come in periodically. She has to know exactly what's going on and be able to delegate responsibility so supervision is involved. We have our AV material in the production room and have it arranged by accession number -- we don't have Dewey, we don't have LC, just simply an accession number. We have a book catalog and then a card catalog for AV materials. She also has preventive maintenance and cleaning and daily shipments of supplies and equipment that come through that area. We are also responsible for ID pictures -- Polaroid pictures are taken of the 5100 students and this makes things pretty wild once in a while. We have our inventory and AV rentals on computer so we are involved with print outs. We'll be going into circulation by computer and there will be a lot of keypunching involved.

Another big area is preview requests -- everything previewed in the school by any of the 300 teachers has to come right through me or through my librarians. Everything funnels, then, through this one secretary who handles all the preview requests for that one building. We will not order anything in the way of audiovisual material unless it is previewed. Maybe its too bad we can't do the same for books -- some of these books are getting to be quite expensive.

Well, I wanted to say just enough to whet your appetite and perhaps give you a chance to ask some questions. I suppose you can hold the questions for a few moments. OK, one.

Question: This description for an LTA, do you in fact have some employed?

Olund: Well, no, I'm considered a potential employer. I'm looking for one, in fact I came here hoping that all of you would be LTAs so I could, maybe, steal one. No, really, I would like to have one and that's a good point. Let me say that I am very much in favor of the LTA program and I would like to hire someone, the only problem is, I wonder if we could pay that person what he should get because of the salary schedule as its tied in to the system now.

Question: What is that salary?

Olund: Well, they have four categories for secretary -- category one (ninety per cent of the secretaries in the school are in this category) would be about $5100 a year -- a 12 month year.

Question: From what you said right then you suggested you might make some differentiation at least salary wise between an LTA and a secretary and a clerk; however, in your discussion it seemed as though they were all one and the same.

Olund: Yes, they are all one and the same at this point. In fact, I failed to mention we have one para-professional who is paid a little more so there is hope we can get into our system what I would call an LTA slot so that we can say this person really deserves this much because of the training.

Question: Am I correct in thinking that you see an LTA being the same as a clerk or a secretary?

Olund: Yes, right now. When you get down to the local level of what that person is going to do, it doesn't really make too much difference where or how she got her training just so she's trained and she can do the job.

Question: The reason I asked is because in our library (I am a Director of Libraries) we look for the third person -- straight secretary, first level secretary -- as being our lowest level staff member while when we hire, we haven't yet, but when we go to our new campus and hire LTAs, we look at them as being intermediate positions and they're not going to be doing the same things as the clerk or a typist or a secretary or at least they better not be, otherwise we're paying them too much.

Olund: This is what I'm working for in our school.

Scharfenorth: I hope everyone's pork roast is a little lighter than mine is right now. I was very surprised to be asked to speak to this group. Mrs. Grego and I have been in several meetings talking about LTAs. I don't know if she recalls what my first impression of the Library Technology Programs was. There was a remark someone made about teaching a course -- the beginning course in library technology and I said "What source material will they use as supplementary material?" The answer was "Oh, they don't

need any." I thought what is going on here? And that was my first impression of the library technology program. Then a short time after that one of our very professional LTAs invited me to a meeting here. This was the first insight I had into the program other than a bad one. And since then I've been attending and gaining insight into what your project is and somehow trying to compare with our Library Technical Assistants at the University of Illinois. There seems to be a great deal of difference between the two things. Perhaps today we can get into some discussion of it.

At the present time we could not employ a graduate of a two-year program as an LTA. They would have to have their degree -- their A.A. degree -- and at least two years of experience in a specific field that we would employ them in. This is primarily due to Civil Service regulations and the way the class specs have been set up for LTAs. There is a movement now to change this, to honor the two-year program. Its a very questionable thing in my mind. Perhaps leaving this point and jumping into what we do in our institution and then come back and compare the two things.

Presently we have two types of LTAs. However, there is no distinction between them on the records. I think the type we have been talking about here today are those who are acting as section heads -- perhaps clerical supervisory people, working at the desk, supervising reserves, circulation, reference when the reference librarian is not there. (Not giving reference service, right?) We have LTAs who run the card section. Some of these people have degrees (meaning the B.A. degree) and some do not. Our second category of LTA would be the recent graduate, perhaps, with a major in a foreign language working in the verification section, in the searching section, working as cataloging assistants. Again, the two things are very different. The qualifications you expect would be different. For the clerical supervisors, you would want someone who perhaps has come up through the ranks as a clerk-typist, typing catalog cards, experiencing the various problems they encounter, understanding the boredom of typing cards all day long, the monotonous tasks that must be done as opposed to the verifier or the searcher who has had a very academic background. Now, for the last two years, I have been trying to fit the library technology project into the university level and have, frankly, found it very difficult unless the person has had some practical experience in a library. And this may be the way it should be. I think the LTA, as a two-year graduate, has no experience. If he were to spend two years in an institution -- a smaller college, a public library -- he would then gain enough experience to come to our institution. This might sound rather egotistical and I don't mean it to be that way. I think you have to look at sizes of institutions, needs of the institutions, and needs of the person you're going to employ. Related to this same subject, I think could be salaries. Perhaps his salary of $5100 is not the norm for the graduate of a library technology program. Can anyone give a

figure of what the starting salary is normally or is there no norm? I think we have to stick to the Chicago area because finding out what an LTA makes down in southern Illinois, I think in Chicago it would be almost double.

Reply: $7200 in California.

Scharfenorth: The University Civil Service System minimums is $5800 for an LTA I, LTA II is $7100. These are rough figures. LTA III is $7900. The beginning professional salary is $8550. So there is close comparison between the LTA III and the beginning professional. However, I think many LTAs graduating from the program are not thinking in terms of coming in as a supervisor of a section immediately, or being expected to work in a bibliographic section using foreign languages and that by two-years of experience they would gain this. Going back to their beginning salary, if it is $5100, you come in then at $6300 after two years is not that bad assuming there is a marked movement of increase in the basic salary. One of the dangers I have felt, I would assume it happens although we never had an applicant with an A.A. in library technology, as I think has been then the case in Mrs. Gomes' experience, do they think that they will go on and get a B.A. and perhaps on to get a Masters degree? Or are students somehow misled into this? By the way, we had a very interesting luncheon discussion. Mrs. Gomes and I said its too bad we couldn't turn the table around and start going on the subject. Will they want to go on or are they hampered somehow? We were talking about the eighteen hours for accreditation in a school library and, not having much experience in school libraries, I think many people start this program, complete the eighteen hours and then say, OK, I want to get a Masters degree now. I only need eighteen more (I believe this was the comment Mrs. Schwartz was making) but that's not so. Perhaps the school will accept six hours. What happens to the other twelve?

Response: Lost. So what?

Scharfenorth: So what, if they are aware of it!

Schwartz: If they are told before hand. But you see, they're not. This was my complaint.

Response: Counseling should be a part of the program.

Schwartz: Its not in my program. Its not even at our school, as a matter of fact.

Response: One aspect we could talk about here is counseling. If you go into a program and they don't tell you (as I think everyone of the people in my program did) this is a terminal program, you can't transfer these library credits, if you want to become a librarian go over to the liberal arts section, don't come here. Be honest with these people.

Schwartz: But its only fair to be honest and to tell them this before they enroll in the program.

Response: Can't the smiling librarian who uses common sense in everything say, sorry but you don't belong in this program? That's a basic counseling problem.

Carter: You can also counsel them to go ahead and become a librarian. You don't have to say we don't want you.

Scharfenorth: Right.

Response: I mean we don't want you in the library technology program.

Response: Also, they could counsel you to take a proficiency examination. For example, say, take a reference course in the two-year program and they want to continue in Library Science. At NIU (Northern Illinois University) they can take a proficiency examination to get credit.

Scharfenorth: For a B.A. in library science, is that correct? or an M.A.?

Response: For a B.A. -- a major.

Response: We (Northern) don't have a major, we simply have an undergraduate minor.

Scharfenorth: OK. I think this is not the trend in many institutions. I don't think there are that many that offer minors in Library Science. Now again, I'm speaking off the top of my head on that subject. Are there?

Response: Yes.

Scharfenorth: There are many? OK. I think we are about ready for discussion. What I have left to say is going to come out later.

Response: I just want to try to clear up confusion I have in my mind. You're talking about an LTA job classification in your library and we're talking about an LTA class coming out of our program. You're saying that our LTA class needs two years of experience in order to get into your classification. Now, my question here really is could a person coming out of one of our programs enter your institution at a lower level?

Scharfenorth: This is what I had left to say. Yes, someone with two years of college automatically could fall into a clerk-typist classification -- only a clerk-typist because that's the only class we use. Civil Service has Library Clerk, Typing Clerk and so on -- you can choose the title. And after two years of experience in

our library, yes, they could move into an LTA job but it would be, for this two-year period, a clerical position, very likely typing -- giving him background, however, in my library's operation.

Question: Would you hire a fresh library school graduate to be a reference librarian in your library?

Scharfenorth: Yes.

Question: Without experience?

Scharfenorth: Right.

Question: Why wouldn't you hire an LTA without experience?

Gomes: Because its written down in the books not to. They require two years of experience if you are a two-year college graduate.

Scharfenorth: Right. It goes back to the old question, I think. I have my own feelings on examinations under Civil Service. There are none for academic. What do they tell you? You have a person in front of you. In your interview you determine what he can do and you're often hampered -- and we would be hampered -- because I think there are people coming out of two-year programs who are very, very capable people and I would like to hire them as beginning LTAs. But I cannot.

Response: This is true in New Jersey. Because we don't have any provision for any middle-level person, they're either clerical or librarian. We have an internship category that permits a person to remain in that category for only two years and then its up and out or either back and down.

Response: Well, that was Mrs. Gomes' point. Its up to the librarians to try to influence personnel officers and civil service etc. which is a very hard thing to do. This is up to the administrators to make them do it one way or the other.

Scharfenorth: I think Mrs. Grego is ready to take the podium for questions although that's what we have been doing for a while.

Grego: I wasn't really ready to take the podium. I just wanted to make sure that Mr. Scharfenorth had finished his presentation. I know that you are all very anxious to ask questions so at this point we will open up for discussion.

Response: Mr. Scharfenorth's library and mine are under the same Civil Service system. We are governed by the same rules. But each librarian and his civil service officer may interpret the rules somewhat differently. Now, we interpret the rules quite differently, or I should say I interpret the rules differently and I persuaded my civil service officer to go along with me. We have not had any graduates from any program but we have promoted to

LTA I, LTA II, and LTA III even people who have very little college but who have proven themselves in their jobs. So I would differentiate between coming to the job and promotion once one is on the job. For entrance to LTA, I would require at least, and I would be inclined (and I think our training officer would go along with me) a graduate of an A.A. program. However, for promotion within, we accept experience. We also have two kinds of LTAs. LTAs where maybe linguistic and other background is important and LTAs who need to have professional proficiency in technical phases of work. And we treat them exactly alike. If, suppose, an LTA II is an LTA II regardless of the type of work he performs. If he is an LTA III, he is an LTA III regardless of the specific work he performs and regardless of his background. Now, it is very interesting, and Mr. Scharfenorth and I have talked about this before, that the University Librarians of the State of Illinois have met and we have compared our different practices and some follow his pattern, some follow my pattern and some follow an in-between pattern. At any rate, it is very important to be able to convince ones personnel office how to interpret a rule and what is very important is how the librarian feels about the category. He can very often lose the personnel officer in one direction or the other. I won't say what is better or what is worse. Now the problems at the University of Illinois Chicago Circle are somewhat different from mine. They need more people with linguistic skill. I say in my library this is not so important except typical proficiency or typical skill and I think my personnel officer goes along.

Scharfenorth: There's one danger in that. We brought up the subject of no middle road. Now I look upon the LTA classification in Civil Service and I'm assuming that this is what library technical courses are also for a road between clerical and professional and I think if we look at the individual in a job whether we have them already or simply call something LTA and they're clerks, we're abolishing the middle road.

Question: I would like to know in reference to the high school set up, what consideration he has given to considering the LTA as para-professionals and what others think of this as terminology? For placement?

Olund: A para-professional has to have four years of college.

Question: Is this your school's definition?

Olund: Yes. Right. One that I have working could very well qualify, you know, as a para-professional.

Question: I thought I detected a shudder on the part of our LTA guests today when the typing requirement was mentioned. Would you comment? I'd like to hear about that.

Schwartz: The only comment I would have to make is that I get a feeling you're looking for supergirl.

Carter: Well, best typists, I think, are considered between 60 and 75 words per minute and, golly, we're not that, I'll tell you that right now. That's a very professional person.

SATURDAY, FEBRUARY 6, 1971

INTRODUCTION
Sister M. Chrysantha Rudnik, Presiding

We will embark upon the real workshop session of this meeting. There is one change in the program this morning. The technical processes section will be presented by Mrs. Alice Naylor from the University of Toledo. Mrs. Noel Grego had a mishap last Saturday, injured her ankle and is not able to make the presentation today -- she's here but not able to participate in that way. She will offer her words of wisdom in the group, I'm sure. Mrs. Naylor is right here to my left.

Mrs. Betty Duvall is Assistant Dean, Florissant Community College in St. Louis. She is the Director of the LTA program there and happens to be local arrangements chairman for our St. Louis meeting in May. From the work I have been doing with her and with Dorothy on this, I can't wait until we meet in St. Louis. Betty will lead the workshop section on audio-visual services.

The first person on the list and the next person I'll introduce is Mrs. Dorothy Johnson who is Coordinator of the Library Technical Assistant program at Cuyahoga Community College in Cleveland. Dorothy is Vice-President of COLT and also the program chairman for St. Louis which promises to be a very good meeting. Dorothy will take care of the Introduction to Libraries discussion with you.

The other person, Mr. Hubert Davis, Library Chairman, Southwest College, City Colleges of Chicago is directing the LTA program there. He comes to us with experience in the Chicago system. He will handle reference services.

We will count off and run two groups concurrently. At 10:30 we will break for coffee and then you'll exchange your groups. In that manner, each person will be included in each of the four areas. This is a workshop which means if you have anything you can offer, suggest or the like, the group leader will be more than happy to accept and entertain such suggestions or comments. At the same time each member will benefit from your experience. Let's get on with the business of the day.

REFERENCE SERVICES
Mr. Hubert Davis

I guess with Women's Liberation we defer the fairer sex to last now so I'm constrained to be first. I would say that our library technology program in the Chicago system, and especially at my college, could, perhaps, be characterized by a song, or a kind of song popular several years ago -- about half a decade ago -- known as rock, rattle and roll. At the present time we're trying to get a district-wide program in all the colleges and so, therefore, it's a little rocky. Each semester we change instructors and so at the beginning of each semester they rattle on until we can find the syllabi and get going. We just kind of roll with the punches from semester to semester and right now we're rolling with a strike. So I think this best describes our program here in the City Colleges of Chicago. During the years we have published, at various campuses, a little brochure that describes the course offerings which are also listed in the catalogs of the Colleges -- the college district. We have what are called four basic courses -- An introduction to library procedures which is an overview of the program; then we move into what are called the more technical courses which is public services. (They have called it reference this morning but I'm going to approach it and describe to you the program as we teach it.) Then we have cataloging or materials preparation, we have acquisitions procedures and also audiovisual. Because a number of our students are either teaching in elementary schools or will teach in elementary schools, we have added to this a school library procedures. We have access to a manual of operations put out by the Chicago Board of Education for these teachers. Then we add to this, two practicums, so this gives us a real curriculum -- a full curriculum -- and also qualifies the program for state support on the technical and vocational programs. I would now like to concentrate on the public service area.

The public service course was designed to train the technical assistant, I prefer to think of the technical assistant as the operator in the system. The system could very well go on if the administration were not there on a day-to-day basis or if they fail or if we had to give up clerical work it is germaine that we do have the operator. And so, therefore, this public service course is designed to instruct the operator in the public services. This is the person that the public first encounters since this is the person who is sitting at the reference or circulation desk. It is quite sometime before they get around to the reference librarian -- the professional person at the reference desk. Whether they are asking where the room is at the end of the hall, or where the pencil sharpener is, or where the dictionary is, or where they can go register -- they always hit the person at the circulation desk. Therefore, all public services are divided into two sections: first,

circulation procedures. It depends on the instructor whether he wants a textbook or a workbook. I prepare a bibliography and then we usually refer to one or two texts consistently throughout the course. For the first half of the public service course students are introduced to the traditional Newark method of charging books as the basic charging method. They learn this and after the Newark method, at my school, under pain, duress and a great deal of objection they are given a course in systems analysis in which they must buy an IBM template and learn how to chart a flow chart of a system. In other words, they first learn a basic circulation system and, secondly, they must flow chart. This makes them look at a system logically -- chart it out -- so that they can see each step. Once they have accomplished these two things, they then go on field trips. They have an introductory lecture where I talk to them concerning the punched card. Then they go to a library which employs the punched card system, they have access behind the desk, they watch it, they come back, they flow chart it and make comparison to the basic Newark system. During the next week they have another lecture on photo charging...

Question: You mentioned field trips. Is this a part of the class assignment?

Davis: Yes. When we set up the instructional periods, they are allocated eight weeks for circulation. We then figure two, three or four hours of this is given to field trips. In other words, where they meet two days a week, they may have instruction, let us say, on Tuesday and instead of meeting on Thursday, we may have a field trip on Friday. Obviously, the field trip takes up more time than actually an hour and fifteen minutes of class. When they go on a field trip, then we come back on the next Tuesday and discuss what they saw. They turn in their analysis, we discuss it. Then we consider the punched card and the next Saturday we go to another library. This goes on until they have exhausted the various kinds. Then we also do photocharging, mechanical charging, and finally, their last encounter is at my library where we are introducing automation -- or automatic procedures of punched card and computer applications. In other words, they get an overview of all kinds of circulation procedures. The point of this is that I feel it gives them a better background. Most of the LTAs come up through the system and they know only one kind of system and know it quite well. This will enable them, because they are going to be on a rather mobile job market, to go from one section of the country to another or from one library or library system to another and at least they will know, basically and in principle, the various circulation applications. When they complete this, they have a review which is patterned after the Civil Service examination, that is, multiple choice. They must again flow chart by analysis a particular circulation system and be able to give its advantages and its disadvantages. Now they are ready to sit at the desk -- at the circulation desk.

The next step they do is to go through scheduling. They are given vital statistics of an imaginary library -- number of volumes, circulation, number of hours of service, number of personnel including librarians, technical assistants, pages and they are to effect a schedule of service. This gives them an overview of public service. They may go to another library and copy this down but they must be able to give a rationale. And then again they are tested by being given a different set of figures for which they must distribute their personnel. I have found out that most of the LTAs, having been clerks for quite some time, can make up a schedule much better than the librarians. You know, they don't really know when to schedule a librarian because they feel a little squimish about saying the librarian has to be there at eight o'clock when they know he never gets there until nine! But they have a much better feeling for scheduling.

Now they are ready for reference procedures. We divide the approach to reference into what we call the locators and what we call information retrieval. I try to use emerging vocabulary with them so that they will understand the difference between data location and information retrieval. They are to know that the stacks, to them, is the information bank and that this is where the information is retrieved. They are told that they are really doing data location when a patron comes in. Of course we take them through the basic kinds of materials in reference -- the encyclopedias, etc. -- this part is very much like a professional library course. They examine major lists and major encyclopedias and are given a library assignment where they go through certain gazetteers, maps and other kinds of locators. Again they have an in-depth assignment and at the completion of this they are given typical questions -- questions that my reference librarians and others have had. These are given to them and they are expected to tell what locator they would go to to provide the information. We also have such questions as: Where do I go to order a book? Mundane questions like Where is the thermostat? This way they are able to answer all kinds of questions relating to public service, not only information. As a final part of their instruction they can either spend a class period behind the desk, a class period at the reference desk, or they can spend a period revising the catalog. In other words, they have learned filing rules and they know how to approach the card catalog. We judge them on their response in answering information.

Question: When you say revising you're using that in the cataloger's sense of checking to see that filing is correct?

Davis: That is correct. In other words, we tell somebody that they are to look for information on the "Civil War" in the card catalog. They go to the card catalog and start extracting information and at the same time see if the information is filed correctly, that is, if the cards are in proper sequence.

Also, they are reading the new abridged ALA Filing Rules so they know whether this is being observed. Or a person, then, is put at the circulation desk and many information questions, location questions, arise while he is at this desk. All the way from the circulation procedures to reserve questions and data questions. Some sit at the reference desk. Many times when the reference librarian is not there or is teaching a class we can then place an LTA there. She is able, at least, to direct people to find information in the reference area.

Question: Along that line, have you ever stressed, in the instructional part of the course, responsibility to recognize the limitations to handle questions since this person is not a reference librarian? How does he cope, how is he cautioned to recognize this limitation?

Davis: In my library, I take the position that the librarians are instructors and that when they are on duty, they are in the library which is analogous to being in the classroom. So when a student asks a question, my clerical staff as well as the LTAs are trained to ask the student "Do you know how to use the Readers Guide?" When they receive the answer of "no", or some indication that the person requesting the information is unfamiliar with the use of a given locator or given information tool, he is then referred to a librarian. If the person knows how to use an index, then the clerk or the LTA can certainly provide them with the index, the encyclopedia or whatever is needed. So I stress differences. I feel it is up to the librarian to do the instruction on how to use the material. To give you an example, if a student comes in and says he wants something on humane treatment, the gal at the desk says "What do you want, books or periodicals?" He says, "Well, I want magazines like Time." "Do you know how to use the index?" He says "no". "Then go see Mr. Hensley (our Reference Librarian) and he will show you." If on the other hand the student says "Yes, I know how to use the index." "The index is located there on such and such a table, the periodicals are located here, microfilm is there." So. . . .

Question: That's easy with location, but if its a question requiring knowledge of a subject! What you're saying (and its good) if you know how to use something you can find the answer, but questions don't always fall in that kind of pattern. There are locator questions and there are "reference" questions. I think its important for an LTA to know her limitations and I don't think its fair to the patron for the LTA to spend five or ten minutes trying to answer a question she's not qualified to answer. She should immediately recognize this limitation and do a referral.

Davis: I deliberately begged that question because (1) of increasing lack of personnel and (2) more and more reliance on the clerical and technical assistants. I am assuming, and I hope you will assume, that in such a situation the reference

librarian or the librarian is indeed supervising that unit and that he will hear a question and should be able, then, to evaluate it. That's the way our area is physically located. I have found it to be, sometimes, a waste of personnel to instill into a clerk or a library assistant that you can only answer certain kinds of questions and the other kind has to be answered by a professional librarian.

Response: I agree. No, I don't think they should be categorized but what I'm saying is that recognizing their limitations should be a part of, some place along the line, the instructional philosophy that no matter how good you are, know your limitations so that you don't waste time -- your time and the time of the patron. That's what I'm trying to say. I think we are essentially in agreement but you are saying it is the assumed function of the supervising librarian. I'm just asking if this is a part of the instructional program?

Davis: Actually, in instruction I have soft peddled "refer this to the librarian, refer that to the librarian" because most of our LTAs have had some kind of library exposure. They are familiar with this rigid taboo of beyond pointing to a door, they are supposed to report questions to the librarian. Most of them are familiar with this and so what I try to do is tone this down so they can gain some sort of confidence as well as competency in training.

Question: An example of the problem is that the patron doesn't always know. Once I had a patron who wanted a map of California and the clerk referred her to the atlas. It just so happened that she really didn't want a map of California at all but some detailed information about the state. We had a whole file of material but she was afraid to admit that she didn't know what she wanted. There is danger sometimes in clerks doing this. I was curious whether your LTAs in your classes are trained just for your library or are they for other kinds of libraries?

Davis: Oh, no. One area of instruction given to LTAs is in the analysis of reference questions.

Response: The reference interview?

Davis: Yes. We've said in our course description public relations so we do take some time up with this. When a patron comes into the library there is a patron-staff interview so that they will generally know what is wanted. At this point they find out sometimes that they cannot ascertain what the patron wants. Then they refer him to the librarian.

Question: You mentioned that you used two textbooks. What are they?

Davis: I use Tauber, Technical Services in Libraries as one

and the ALA Filing Rules. Of course, Lyle, The College Library. In addition we have a bibliography of other sources. These are the textbooks I have found to be most helpful.

Question: You use the abridged ALA Filing Rules?

Davis: Yes, in the class. The other one is on reserve for consultation.

Question: Do you actually have a working catalog that they file in?

Davis: They do not file. They simply observe. They come to the card catalog to watch my staff. Another thing I do at the beginning of the class is to send the students out to some other library and they adopt that library as the one they are going to work in for that semester. Now in the Chicago Public Library this has caused some consternation because they think our students are spying. After one or two weeks they become rather familiar and they are accepted by these libraries. They go to that library to answer their questions; they go to that library to observe filing; they go to that library to observe organizational patterns. I don't like them to come to my library because I'm not training them for my library. The only reason they come to my library is because we happen now to be the only library that has an IBM or automated procedure.

Question: They can choose any kind of library they want to?

Davis: Yes. One woman who was an LTA was also a hospital volunteer. They decided they wanted to have a patient library and she was seen several times bringing in public library books to the patrons so they asked her if she would organize the library. She just happened to take acquisitions first, then public services second. This is really a special library. We have them in parochial school libraries, we have them in school libraries, we have them working in college libraries, in business libraries. There are some secretaries downtown who want to get out of the commercial world and want to become LTAs.

Question: The people who are taking courses, are they wives who are returning for a career or do you have a large number coming directly from high school? What is the proportion?

Davis: I would say, not only at my campus, but at most of the campuses, it is primarily upgrading of a present position. That's the larger portion. Secondly, then, those who are returning to the labor market -- more mature women who are returning to the labor market.

Question: Is this a day program or evening program?

Davis: It depends upon the administration of the college. At my college the courses are taught in the late afternoon, night and Saturdays. This is the way most of the colleges have it.

TECHNICAL PROCESSES
Mrs. Alice Naylor

First of all, most of you know I am an interloper here. I have no experience except one month but I'm here because of an accident and I do have some experience with technical services as an administrator. But what I'm going to do is not give you a talk but have a brainstorming session so that whatever anyone of you would have given in your speech, we'll get all together on the board. I can see now there is some need for this because in Mr. Davis' extremely helpful talk, I think we should let him talk for another two hours. He was talking about things in what was called your public services course which somebody else may have assumed was in their technical service course. So what we are going to do, hopefully, is answer two questions. One is going to be what is technical services -- what do you think should be included in a technical services course? And the second question we're going to ask is what do we teach in relation to these? or perhaps we might get into how because I think some of Mr. Davis' "hows" were very interesting. So those will be our two questions: What is technical processing? and How and what do we teach in them?

Response: As it relates to LTAs?

Naylor: Right, as it relates to the LTA and as it relates to the other courses. Now, the way this program is set up we have reference defined as "reference" and now defined in broader terms of public services; we have an introduction course; we have audiovisual; and we have technical processes. So those are the four "basic" courses. Presumably, then, everything that we should be teaching LTAs should more or less be able to be fit into these four general categories even though you may go off in other directions.

Response: Your comment here is already made, really, by pointing out that Mr. Davis has in his public service program some things that might be picked by other people in technical services. Often this thing is just arbitrary. If you're going to plug the whole course into just four semesters a sitting, well, then, you've got set blocks of time and it may not divide neatly into what a library will call technical processes, public services and so on. So you just tie in those things which seem to fit together and it may well be that you'll put circulation routines at one place in technical services and another in public services and we don't want to get too hung up on what goes here and what goes there.

Naylor: No, we're not trying to define what you put in any one course, what we're trying tc define is what of technical processing you would want to teach library technicians. Let's start to define, then, and let's be specific. What real brainstorming is is that we don't stop to analyze anything. We're just going to try to come up with as many ideas as we can. Everybody throw out just whatever he wants and Mr. Davis is going to write it here on the board. When we're done we'll take a look at it and see what we've got. What are the things that we want to teach LTAs that can be defined as technical processing?

Organization of materials
Acquisition
Searching
Cataloging
Processing
Receiving
Record keeping
Bookkeeping
Files and filing
Financial accounting
Inventory
Sources of material -- jobbers and publishers
Binding and binding procedures
Weeding
Shelf maintenance
Accessioning
Ordering of catalog cards
Forms
Mending
Labeling
Reproduction
Bibliographic searching
Selection tools and selection organization
Bibliographies and Production of bibliographies (new titles)
Supervision of personnel
Analysis, at least use of flow chart technique

Naylor: OK, we have this list. Is there any particular item you want to begin with and discuss?

Response: Filing.

Naylor: All right, let's talk about filing. What kind of files will LTAs be involved with?

Response: I think before you get there (somebody talked about this yesterday) you must emphasize time and time again the utter importance of proper filing. The attitude is important. No matter how dull and boring this thing becomes it has to be done right.

Naylor: Let's summarize as we go along, so accuracy. Accuracy

cannot be over exaggerated as far as handling of library files.

Response: Another point is, I think, that filing is arbitrary -- its just a set of arbitrary rules that puts things in a predetermined order so that anybody else coming in can "un" file. Finding is the reverse of filing. No discretion, no thinking -- and if there is thinking and somebody puts it in the order that "seems" important there is something wrong with the rules.

Naylor: Like on a flow chart, you would not have decisions here, you want to follow rules that are established.

Response: I teach my students not so much mechanical filing. I teach them to interpret the rules. If they know why a certain thing follows a certain thing, they can translate this to a patron who is looking for something. Subject cataloging, how to handle punctuation -- the LTA knows why this is. Each person has the new simplified in her hand and on her desk. The filing errors have dropped tremendously because they know, then, why a thing happens.

Naylor: The point is that we're interpreting the rules rather than actually giving them hours and hours of practice. You're emphasizing why they're doing it.

Response: The clerks used to all come out and file above the rod. The librarian would sit there hour after hour and check. The minute we took the professional librarian off of this and put the senior clerk out there with them answering the questions, then and there the filing problems stopped. Now we go out once a month -- the whole batch -- and file. When they ask should this go there the senior clerk simply says what do the rules say? This has been tremendous. I teach this concentrated in the periods of instruction.

Naylor: Do you use the ALA abridged?

Response: Yes, for class and I give it to the clerks.

Naylor: Does anyone use LC filing rules? And if so, what do you do if you have both?

Response: We have a divided catalog with eight and a half million cards in the public catalog. The subject catalog is based on the LC filing rules with four exceptions. The author-title catalog is based on the old 1908 filing rules with many exceptions. We deal with all these languages, the initial articles, and we go over this. A person cannot revise unless he has been a professional cataloger for six months, which means we train students and you get to the point where you can't stand it. Finally I got a 3M teaching machine and with a single reflex camera took pictures of catalog cards and made slides. I then recorded the rules on magnetic tape, rewrote a manual, and drew up sets of

cards so that a person could learn filing on his own.

Naylor: Did you ever think of putting it out for the public too?

Response: We hope someday.

Response: One point I want to make here is that there are lots of ways to file things and each way is equally good. Just to take a couple examples, you can take several editions of a book -- entries for different editions -- and you can file them in consecutive order or in inverted order and each one is equally good. You can take an umlaut -- an "o" with an umlaut, a simple example of one letter -- and there are three ways to file this. And again each is equally good. Suppose you are going to train people just for one library, you know that this individual will go out of here and spend the rest of his life working for Chicago Public. Then you can show what they do and nothing else. If you aren't in this position, then the best you can do for your student, if you don't know where he's going to work or you expect him to move around, you do him a great service to make him realize that the library he's in is not the only library in the world.

Naylor: I have two major libraries in my town. One is LC and one is ALA. LTAs could easily be going back and forth on jobs.

Response: It is important first to analyze what is to be filed and then what rules -- alphabetical, numerical, etc. -- are necessary to accomplish the task.

Question: Should filing be mechanical?

Response: The teaching of filing is by no means mechanical but the doing should be arbitrary in the library itself.

Naylor: I think I'll go home and put in a whole course on filing.

Response: There's a point here, that simple filing rules actually work. We have a feeling the bigger you get the more complicated you have to be.

Response: All of this is just stressing the principles of filing and the variations involved. They can do the variations by observing the principles involved.

Naylor: They learn the processes of figuring out why and how filing is done. OK, let's pick another topic. I thought that was very good. What's another topic you'd like to discuss?

Response: How about searching?

Naylor: OK, let's take searching. We had some confusion on it even when we brought it up. What is it and what do we do with it?

Response: All right. I don't think we talk about it here. I think its acquisitions related.

Naylor: But isn't acquisitions a part of technical services?

Response: Well, OK, if that is the way its divided here.

Naylor: Technical Processes in our curriculum is Technical Processes I and Technical Processes II. Acquisitions and cataloging all come under that title which is the way libraries are organized and probably a good way to do it. If LTAs get into a big system they are going to be in a technical processing department and they will be divided up into these segments.

Response: Bibliographic searching in the order department is different from searching in the cataloging department.

Naylor: OK. Well, what is it in the cataloging department?

Response: Verifying author entry, verifying subject headings for catalogers, checking subject headings.

Naylor: Fine, it's verification in the cataloging department? What do they do?

Response: Shouldn't they possibly verify before they catalog? You have to verify before you order.

Naylor: So let's go back to the acquisition department.

Response: I'd like to get in a "high level" technical program. I think we tend to look down on their work sometimes. Bibliographic searching to verify the accuracy of an entry or a request from the faculty when a faculty member turns in a suggestion -- somebody in the acquisitions department must get the correct bibliographic information because its up to him to supply this. It means somebody may have to search foreign language bibliographies and this can be technical work done by technicians. That's one type. Then there is the other "in house" checking -- looking in the catalog to see if we have it -- looking in the "out order" file to see if its on order.

Naylor: In other words, you've divided the work into identifying the unknown title or request and then the "in house" checking in which you are verifying what you already have.

Response: I cannot take this particular approach. I prefer to stress the use of bibliographic tools and once you learn the bibliographic tool, then its of little consequence where you do your searching -- in the order department, in acquisitions, in the public service area. First you learn to use the tool -- its more important than searching here, searching there. You learn the tools and no matter where the need is you use them.

Naylor: What you have is two points of view. In one area we were talking about the kinds of searching LTAs will be able to do and what you're saying is what do we teach them so they will be able to do it.

Response: I was talking about different levels of searching. Some people speak of searching and they mean checking the public catalog and other times it means checking something else.

Response: I am concerned with tools because if you do interlibrary loans you have to do verification.

Naylor: In other words, you think the emphasis should be on the different sources where you find information about library materials -- whether they are in the library or whether they are not. And then, depending upon your information, you might go into the kinds of questions you are going to get in order to use those tools.

Response: We are making a point here and saying that you don't really break your program up and say today we are teaching public services, today we are teaching technical processes. They are all closely related. You can't really cut a library up in segments.

Response: For example, in our course, when I teach what I call acquisitions, I divide it into two: one is familiarity with all kinds of tools; two, is procedure.

Naylor: One of the advantages of using the flow chart, if you are going to spend time looking for some information at one stage of the operation, don't make it necessary for someone to do it again later. That shows the close relationship, too. The information should be accurate since it follows through for everyone who uses it later.

I'm sorry we don't have time for more topics. At least we've begun and we have material to discuss at a later date.

AUDIOVISUAL SERVICES
Mrs. Betty Duvall

Our LTA program at Florissant Valley is in its fourth year. We have been teaching this course for three years now. I might impress you by telling you how many people we have in the program and then I'll tell you why. We have about fifty-five to sixty people. This is partially due to the fact that we are doing a program under a federal grant in conjunction with the St. Louis Public Library. Actually about thirty of these people are employed by St. Louis Public. In thinking about how I would

tell you about our AV course, it seemed only appropriate that I should make an audiovisual presentation. And also, as Director of a program, it seemed it might be beneficial for you to hear from the person who actually teaches the course. That's who you'll hear on this tape as you see the slides. I hope this will give you a practical idea of how we approach this specific course. I have passed around to you a course syllabi and bibliographies. In addition to that, the textbook we use is Jerrold Kemp, Planning and Producing Audiovisual Materials. Let's do the slide-tape and then talk about what you see here after you've seen it.

"Change....change....change....change

Change is the name of the game. And, at Florissant Valley Community College awareness of change in audiovisual technology is a big part of our Library Technical Assistant program. We all agree that modern library services are changing, and today's library assistants must be prepared for a career which encompasses a great deal more than simply checking out books. Today's libraries in today's schools furnish a wide and assorted variety of reference and source material and supplement to the student and instructor. And that's why today's teachers can call upon their libraries for more pertinent, more stimulating assistance than ever before, and the Library Technical Assistant must be prepared to meet the challenge. Realizing that there may be a reluctance on the part of an instructor to jump on the audiovisual merry-go-round without advance preparation, the Library Technician must have a broad knowledge of what is available and how it can best be used. The course is called Audiovisual Materials and Equipment and has been taught for the last three years by Roger Schnell who describes the program thusly:

What we are offering is an elective pot pourri of experience with many kinds of audiovisual materials and equipment. It is really a lot of fun for all of us.

The class meets once a week for three hours in a new facility designed specifically for the course. Here are examples of the various types and kinds of equipment that the teacher is likely to encounter in audiovisual resource centers.

Here is an opportunity for hands-on experience with materials and equipment.

We do spend more time on materials than on equipment, maybe 1/3 of the course is on operation of equipment and the other 2/3 on materials, and where to buy the materials and make materials and evaluate them. It seems the software is much more important than the hardware. They'll become familiar with using the equipment once they have the materials. Its what you do with the equipment that seems much more important than how you operate it.

Roger feels that this hands-on type of experience can be very

valuable in helping to overcome the student's reluctance to try something new and different.

Well, when most of the students come into the course, they're right from the library program and they really haven't experienced audiovisual materials and equipment and don't know what to expect. It takes maybe two or three sessions to get them to see that there is something in the library besides just books and records and this type of thing. What we hope to have the students realize within a very short time is that there are other things that are resource materials such as overhead transparencies, tape recordings, mountings, slide series, charts and graphs and what we expect the student to be able to do is not only realize that these exist and are important to have in the classroom and resource center, but how to prepare these materials for their own teachers.

In recent years, more and more types of audiovisual material have become available. The processes by which they are produced are many and varied. Roger is not so much concerned with specific processes as he is with getting across the idea that the students and teachers can, indeed must, be familiar with them and can make these processes work for them.

Every time we've taught it, we've done different processes. From one week to the next there is some new technique that will come up and will fit into the course and we will do it. Let me list a few of the things that we would do. One of the very simple things we would do would be dry mounting pictures, which is a very simple technique. There are quite a few different ways of doing this -- putting cloth backing on charts which is also simple, but its a very inexpensive way to protect materials for use in the classroom, such as National Geographic maps. That's for a week or two we would spend on this type of thing. Then we'd alternate between actual making materials and operating the equipment. One week we'll learn how to operate a piece of equipment and the sources of the materials to use on it, and maybe the next week we'll be making original materials to use on the equipment, such as doing simple things like slides or operating filmstrip projectors, and then learning to make simple filmstrips without using photography. There will be a technique to use that type of material for these different types of equipment. One of the things we've done this time more than ever before is the evaluation of materials. Not that the person is going to be qualified to really evaluate these materials for the classroom teacher, but its hoped that they'll get some idea of the criteria that teachers are going to look at in evaluating the materials and requesting them. We don't do a film appreciation-type program in the evaluations, because we can't get into too much of that type of thing, but what I have done with the course, and the students seem to enjoy, is that we'll show different kinds of films such as the new discussion types of films, as opposed to the old 1950 Encyclopedia Britannica film to show that an open-ended film is here rather than the simple lecture-type film, and then we'll

actually discuss these in the classroom for a few minutes or ten minutes, or whatever the students would want to do, to show them how they are going to be used by the teachers they are working with in the classroom. It is hoped that they'll see the value of having certain types of films over those other types of films -- why a teacher might insist to have a film in color as opposed to black and white or vice versa, or some of the problems a teacher might encounter in the classroom, and they might want a specific material -- and by doing a very simple elementary evaluation with the students in the LTA program, I think it relates closer to what they're going to be doing with the teachers in their own materials centers.

Response to the course has been gratifying so far, and it has been filled to capacity each semester.

Being a junior college, we are always looking for community service programs. And what we have done since the LTA program, which has never had more than seventeen students in the audio-visual course, we've opened up the class for the area high school and grade school teachers. This has been a big advantage, because within the same classroom and learning the same techniques and using the same materials with the LTA students, are professional teachers that are going to be using these materials and the materials they are making in their own classrooms, and as such, the LTA student is getting actual experience working with teachers in a learning situation because they are helping each other make these materials. It isn't me giving them materials saying, 'Well, we'll use the filmstrip series or transparency series this way.' They are actually seeing teachers making slide series or filmstrip series or transparency series that they are going to use in their classrooms, and the next week the teachers come back and talk about how wonderful that worked or how bad it worked, or whatever it is. It gives an invaluable experience to the LTA student that he probably wouldn't have any other way if they were just LTAs working in the course. And its something that wasn't really planned, it just evolved that way and now I think its developed to such a point that its an integral part of the program and of very great value for the LTA student.

Remember what we said about change earlier, here's a course that must change to be of value. The tightly-structured lecture lab is out and freedom is in.

The techniques and materials and evaluations that are usually presented in this introductory course of audiovisual materials are on a level that sophomore or juniors in college can handle very easily. Its taught like a graduate seminar course; at least I would try to structure the course in such a way that each student is able to follow what he would be most interested in within making materials. The things that they would think may benefit themselves with some guidance from me. It makes the course have a lot of freedom in it that they may not expect to

see until they would reach graduate course and these people would never probably see this type of freedom and work on their own in any other way.

This is an expensive class to teach. Audiovisual materials are not cheap. Roger spends around $300.00 a semester in materials alone, but then the returns are also high.

This is one of the problems that is usually found in most of the graduate schools when they offer a course in audiovisual materials for teachers. They usually expect a student to go out and buy the materials; and we've all been students before and, usually, if we're given a list of materials to buy, we buy the cheapest thing we can get by with, and this doesn't really work as far as I'm concerned with the students, because if I were to give them a list of materials to go out and buy, say a certain kind of cardboard or picture series or anything we might want to work with, they are naturally going to buy the cheapest thing they can find -- you can't blame them -- because books are expensive and materials are expensive and most of the trouble they will have is even finding materials such as dry mounting paper and this type of thing because it isn't something that is sold at the local dime store and most graduate schools expect the students to go out and do this, and I've always thought this was wrong. One of the things we've been fortunate in doing is providing this as a budget item in our department and then going out and buying the exact materials so every student is working with the same type and quality of materials that they would probably see in a classroom. This helps to make the course much more real for the student than throwing the student in the dilemma of trying to find materials that might or might not work.

I just don't think you can expect the student to go out and buy the right materials when they have not had the experience to know what dry mounting or thermal transparency material is.

Roger admits that his course is only a beginning in directing the teacher or the student toward the many resources now available.

There are just too many things to cover with just one audiovisual course, so what we try to do is give them a basic introduction to what is available in audiovisual and how to make some of the simple things and show the students what resource centers contain. At least it is hoped that when they enter a resource center, they will be familiar with a lot of the available processes and materials that can be at their disposal.

Because this course cannot reasonably hope to cover every aspect of audiovisual presentation, another change was incorporated.

There are many audiovisual textbooks. We've tried three or four different ones and we've had the students evaluate it each time.

The one we're now using is called Planning and Producing Audio-visual Materials. Its not necessarily a textbook, as such, as much as it is a reference book. The author is Jerrold Kemp. The nice thing about it is that there's too much material really to use as a textbook, but as a research book for the student after he or she has finished the program, he can fall back on this as reference. Because most of our instruction is done with hand-out sheets that will describe what is being done this week or the next week. The textbook gives additional information that if the students want to go into a special technique or something that is a little bit more fine, or difficult, he can do it.

The question has been asked, of course, Why bother to teach how to prepare audiovisual materials when there is such an amazing amount produced commercially every year?

I don't want to use too many commercially prepared things except films and other types of materials that we're going to use for evaluation because if I would do this, the student would almost disbelieve what I have actually been doing in the classroom. I am trying to show them how to make materials to fit the way a class is being taught, instead of the class being directed with materials that are available. So, it almost requires the teacher preparing materials that are going to fit his class and this way the students actually see that these materials can be made and think, 'Well, maybe I can make this also.' It isn't something that was printed by a transparency company that was purchased and not been using, its things they've actually seen made, and one thing that we're trying to do all during this semester with the students, is get them to use materials that are useful.

Because Roger feels that change can provide vitality, he believes in asking for and makes good use of criticism from the class. Each semester ends with written criticism and suggestions.

The comments that we've usually gotten at the end of the course are the ones that have changed the course for each semester. They've been very helpful and the comments from the students in the LTA program have actually been more helpful than the so-called educators. One of the comments we've gotten from the LTA students that has directed our whole structure of the class, is that when we first started teaching the class, it was only in production of materials, and was a two-hour credit course. Some of the students had been working in materials centers and had requested we start offering an operation of equipment portion, which I really didn't want to teach, and we had excluded when we first started the program. But since we try to make the program fit the students' needs and they felt definitely that they should have this part of the program, we started offering it as a three-hour credit course with 1/3 of the time being spent on the use of the equipment; but what I have also done is stress

the software in using this material since they are going to forget how to operate a piece of equipment after that night, I know that, until they actually start using this equipment in a resource center.

And so, here is part of our answer to the new technology of education. As more and more machines appear on campus, as more and more materials and processes for stimula ting student interest become available to the teacher, the library or instructional resource center's role of support expands. Just as yesterday's library could be depended upon for books and films, today's library is called upon for a multitude of support materials -- some of which did not exist only a few years ago, and more of which will appear in the future. Part of the answer is the Library Technical Assistant program, and a relevant, changing experience with all kinds of modern AV tools.

Roger pretty well sums up the objectives of the course as building self-confidence.

I hope that what they would take with them when they are finished with the class is a realization that there is something besides books in a library, something besides records in a library, that filmstrips and tapes and charts and transparencies and all these other types of things that we have been producing have an equal part in the library resource center, not just a library, but a resource center. Another thing I would hope they would take with them would be a brassiness about confronting a new piece of equipment, maybe they wouldn't be afraid to thread a projector, that they're not going to ruin the projector; that they wouldn't be afraid to make a transparency, they're not afraid to ruin this type of machine, not that they are going to do it right because once course is not enough to give them the experience that they're going to have to have in actual use in a resource center, but at least they'll have the confidence, I would hope, maybe to try some new things and try experimenting with different types of equipment."

Duvall: What actually happens in this course is, as you heard on the tape, it is taught once a week for a three-hour period. When the students come in there is prepared at each student station the materials they will be working with during that class period depending upon the point they are on in the syllabus. If they are on the first session, rubber cement mounting, usually there are handouts which explain what they are to do with this. Then the teacher does a demonstration showing the project, how its done, and then the students are on their own in a laboratory experience to prepare this. If they can complete the project properly in thirty minutes, they are free to go. If it takes three hours, the teacher is there to work with them for three hours to see that they learn how to do it. It is a very informal class, you can see from all the Pepsi and coffee. I think sometimes he lures people to this class by bringing a lot of Danish

and coffee in. But that's the approach. Questions?

Response: I'd just like to say that the text is the best I've ever seen on the subject and the one they use at the University of Wisconsin with each graduate student in audiovisual production.

Duvall: I might mention that I had trouble finding a copy to bring with me today because Roger, who teaches the course, has destroyed his. The pages are all torn out and made into handouts and one thing or another. It is a very practical book.

Question: Who is the publisher?

Duvall: Chandler. I think the distributor is SRA.

Question: I gather from the slides that this course is basically a skills course?

Duvall: That's right.

Question: There is no attempt to introduce the value of this kind of material in the process?

Duvall: I think that is something you talk about every evening maybe indirectly sometimes. There's not any place in the syllabus where it says "tonight we'll talk about value". That's an ongoing process.

Response: I'd like to offer a point here. We have a problem with this kind of course. If I can take a minute or two to talk about the problem it might help somebody who is heading up a program. We planned a four-course program. We didn't have any course in there on audiovisual. The notion was that this would sort of "get in". We would get Technical Processes and somebody would sneak in some audiovisual, in Reference they would sneak in some. This is the way we would try to teach librarians. We planned it this way and then we had second thoughts. We were going to put in an audiovisual course, a fifth course. So the Dean of the Library School picked out one he had read about somewhere from a California school. He handed me this and said "quick, get this in" since it was about to go to the curriculum committee for approval. I sat down and wrote up a proposal for the course -- the course description -- and their title was Multimedia Utilization which looked a little strange in our list which was Library Tech I, Library Tec II, III, IV and Multimedia Utilization. But it went through and was approved as we had written the description. It was intended to be a course roughly like this one. First we looked at the title and began to think after it had already been approved that Multimedia was a bad word. Multimedia is redundant. Media by itself is plural. Further, media is a bad word all by itself because you don't know what they mean. What they mean is educational media when they use that term. Audiovisuals is what we meant so we had to worry about that name.

But then I got stomped on by the College of Education, by the man who teaches this same basic area in education. He has a course called Educational Media Utilization and he said I was going to have to change my title completely because the school boards would hire people with our capability. Because the title was so similar he felt there would be much confusion even though we were attacking the subject differently. Their course was one which did give some emphasis to this hand-drawn material -- very little instruction (I audited it so I found out what it was like.) Basically it was a course for teachers in the value of audiovisuals in the classroom, when to employ them, what different types were good for. Very little, really, of the how-to-make-it approach. You see, the emphasis was on the use. Now, one thing it seems we ought to do, and of course this is what they told me, is to reverse the procedure, put the greatest emphasis on the practical -- how to create the stuff, how to run the machines and so on with much less of what its good for.

Duvall: I think that's true. And I think if we have accomplished one thing at Florissant Valley that is what we've done. This is a very practical course.

Response: Another point I'd like to just throw in here. This we call a technical course. It's part of the technician program. It seems to me that working librarians (I mean by this professional librarians) should come in and take this "little technician course" which could be of great use to them. And I would like to have the ability to refer library school students to this kind of course so that they, too, could learn some of these things.

Duvall: So that they, too, would have a brassiness about facing a machine?

Response: Yes.

Response: At Indiana University you can't get out of the Masters program without having audiovisual training. The attitude of one-third and two-thirds, I think, was something that was more or less maintained in that aspect and for those people who had not had previous experience with operating equipment, it was available -- the time, all types of things such as programmed materials, handouts that allowed you to go in and work on your own. I would assume that the same would exist for technicians. It might take one person an hour to learn how to operate a machine and another only fifteen minutes. They learn at their own rate. The programmed instruction technique was very effective.

Duvall: I think that technique can be applied to a lot of these courses we teach. The things that science people are doing and the things that Postlethwait at Purdue has done are quite similar to our set-up. We've got the built in lab right there, we have the reference section, we've got technical services area and there's no reason why we should take these people into a formal

classroom situation, it seems to me. The trouble with us in applying this approach, is that it takes a lot of time to develop. I think it is a fine approach.

Response: If there is anything needed for LTAs its audiovisual and I wonder, if every LTA student in your college is required to take this course before he gets his degree and what if someone really has ten thumbs?

Duvall: If someone has ten thumbs he will reduce them to two in this course because it is that kind of approach. Its an elective in our program right now. I would like to see it required. I think it should be required of every LTA. So far, the people who have gone into school libraries have found it a lot more valuable than those who have gone into special libraries or even those who have gone into public libraries. I think they should have it but at our school it is not required. We do try to advise students into it.

Question: You mentioned the value of having the school people in this class. I wonder if in your college you have an audiovisual section -- I don't know what you call it -- a department of audiovisual? Could it be that this course could be taken by any student in the college whether he be majoring as a school aide or LTA or whatever and get the information?

Duvall: Yes. That's probably the one thing that we have done that makes this course different from others. We involve the LTA in working with the teacher -- the community service LTA co-sponsored kind of course so that the LTA is actually working with teachers.

Response: This is a good course for teachers or anybody who needs to work with audiovisuals, not just technicians.

Duvall: Right. And the materials the teacher makes this week, he is going to use in his classroom tomorrow. Its the LTA and the teacher in the course working together in teams. This, I think, is the thing we should be working toward. Offering the course as community services allows that.

Response: At the College of Du Page they don't include the audiovisual in the requirement for the LTA but they suggest it very strongly as an elective. They send the LTA student for the audiovisual courses in a different department.

Duvall: They have a good situation that we don't have. They have the LTA program separate from the Learning Resource Center which is as it should be. Ours is not. I am Director of the LRC and Director of the LTA program which is not recommended by anybody.

Response: I assume, after seeing the slides, that the LTA students are mature housewives and not high school students...

Duvall: No, that is not true. Toward the end, for example, there were some younger students shown.

Response: Anyway, my question has to do with the concern of the LTA program attracting the person looking for a new career as opposed to getting the high school graduate into the program.

Duvall: When we first started the program we only had the housewives that you talk about but now we have the housewife and the high school graduate. I don't know exactly how we did that. I think a lot of things have been involved. We have a lot of very attractive young ladies in the program. We have one very handsome young man in the program, too.

Question: In the LTA program, is there any attempt to recruit high school graduates?

Duvall: Oh, sure. You bet!

Questions: You mentioned you supply the materials that are used. Do you have a lab fee?

Duvall: No, we don't. There is no cost to the student except for regular tuition cost.

Question: Would most institutions be likely to have a lab fee, though?

Duvall: I would think so. I'd like that.

Response: In other such courses in the college there is a lab fee. I don't see the difference.

Duvall: The reason we don't have a lab fee is our own college supplies the teachers. I think a lab fee is reasonable.

Question: My question here is in relation to treating the person in the course. Now in speaking about the field, you encounter various types of equipment. This is new and its growing. I just wonder if its a valid thing to get them so involved in making these various types of articles or materials when the equipment is going to change by the time they're through?

Duvall: Well, the type of equipment that changes is the tape recorder and the projector. The equipment that he makes the material on does not change basically. So that is why we don't spend a lot of time on equipment. Most of the time is spent with material.

Response: But it still gives the student a self assurance that he or she can go in and try a multiplicity of types of projects and come out of it learning something and accomplishing something. So, therefore, when he comes up against another new thing, which he is going to come up against, he's not afraid and this is part

of the whole battle.

Question: Let me throw in a budget question. You're teaching an LTA course and you don't have the funding to use this equipment -- say $300.00 a semester. What do you do then? How do you teach it? You do not have the equipment you want to have and you cannot get it. This is coming.

Duvall: This $300.00 is only for materials not for equipment.

Response: There are places that do not have this equipment.

Duvall: Then, maybe, they ought to think twice before they offer the course.

Response: I would say they shouldn't have the course if they don't have the equipment.

Response: But they will demand it. When they ask for these associate degree programs, they will ask for the audiovisual course and will not be immediately budgeted for it.

Duvall: If you say you're going to teach a reference course and the only reference books you have are Websters Third and an encyclopedia, where are you?

Response: I've encountered this problem myself.

Duvall: I don't deny that. I'm sure you have, I think we all have. But if you're going to teach the course you have to have the equipment and the materials.

Response: So you have to run around from school to school to accumulate all of these?

Response: No, you set up your LTA program and say, "Look, this is a $1600.00 per student cost. Will you fund it, yes or no?"

Response: The administrators of academic institutions sometimes look at this as a cheap addition to the program and don't spend any money on it. Library schools do the same thing. I heard of one recently that the state government decided it would have a library school in its university and it budgeted $50,000. They brought a consultant in and the consultant quite frankly told them to forget it. (They probably settled on the consultant fee of $50,000.)

Duvall: That's a danger with LTA programs in community colleges because community colleges are always looking for additional curricula and, as you say, the administrator says, "Oh, boy, this is a cheap one that doesn't require all the equipment that the engineering technology does." That's not right!

INTRODUCTION TO LIBRARIES
Mrs. Dorothy Johnson

I think perhaps this course, The Introduction to Library Organization, is the least controversial of all the other courses. I was sitting in the audience here for a few minutes where they were talking about reference and technical services and all kinds of questions were being asked and all kinds of puzzlements were being ironed out. But most people agree that the library technical assistant has to be given some kind of overview -- a total program overview. There has to be some kind of general introduction to what a library is, how its organized, its overall superstructure, physical superstructure, as well as the internal workings and organization of the library. I feel that much of the content of such a course has to be based on whatever has happened in your particular community concerning libraries. Whether they are college and university libraries, industrial libraries, special libraries of all kinds, community college libraries all of them offer a different chance to introduce the student to a type of library organization and service. Let me explain a little further what I mean by that.

We are located in an area in Cleveland that was cleared by the Urban Renewal Program. And "urban renewal" is a term in itself that conjures up great pictures of what is happening in a community. A community cannot go into an urban renewal program wholeheartedly without affecting half of the population of that town. We are also located geographically in the city where great roads cross and meet -- great highways, super highways meet so that access to this college is quite easy from any section of the county, actually. So we have a great diversity of students who attend the college from all over the county. The population of the Metropolitan Campus is between ten and fifteen thousand students with about three to five thousand students on outlying campuses. So its a huge segment of the educational system in that community. Much of what we teach in this course has to do with the library set-up in the vicinity. This is a community that has had a great deal of publicity -- library publicity. Some of it was good -- a lot of it good -- and some of it not so good.

Several years ago Cuyahoga County Library which is one of the largest county systems in the country had to go to the voters to have the levy passed because they were sorely in need of funds. That levy failed. And so there was a great deal of hubbub in the community about why it failed. You know the whole picture of the tax structure for libraries became an issue in that community. So we felt that our students needed to know something about finances -- how libraries got their finances and this is a part of organization. It wasn't something that we had just pulled out of the air, it was something that had happened to us. This became a part of our teaching plan for organization of libraries.

On another basis, the State of Ohio has had a revolutionary kind

of approach to its State Library organization and so we felt students ought to know what was happening on the state level with the Ohio Library Development Plan because eventually we hope that, in Ohio, this plan for a systems approach would affect very significantly the library technical assistant. So part of the course is devoted to that kind of teaching.

Then after spending some time with that kind of structure of organization, we move into the internal structure of libraries -- how its organized, how people go after retrieving information from the library. Then we may bring in here all types of libraries. Our own college library is used as the laboratory. We use the pamphlet that was devised by our library staff and its an introduction to that library -- how to find materials in that particular library. Then we spend a great deal of time in letting the library technical assistant know what his or her function is in a library. We devise organizational charts, we collect organizational charts from libraries in the vicinity and we specifically fit in the library technical assistant in the chart where he is likely to be once he is through with the program and he goes to get a job. Let me back up just a bit. Much of this material we use we devise ourselves because it is local and because it does pertain specifically to our own problems.

I have a tape I want you to hear (and I'm not going to play it all.) I just want to give you an idea of the kinds of materials that can be developed. This is a series of slides that we developed in our classes to introduce this class to our own particular library. The voice on the recording was done by one of the instructors in that library. Here are a few slides to give you the idea:

"One of the most important parts of any college is its library. Sooner or later every student goes there either out of choice or necessity. We want to show you through this slide presentation how to make effective use of your Metropolitan Campus Library. Here now, we have a young man with a specific problem. He has to find magazine articles on urban renewal. He is telling his problem to the lady at the circulation desk. She, in turn, introduces him to the Reference Librarian whose job it is to answer such questions as this young man's. The librarian and the student take the first step toward locating periodical articles and consult the periodical index. The most popular index is the Readers' Guide which indexes many widely read magazines. The first entry under "Urban Renewal" seems to interest our young man. "The city is the frontier" -- a catchy title for an article. But this is no ordinary article, it's a review of a book on urban renewal. And a book is even better if the library has it. To see if our library does have the book, the student must consult the card catalog. Every library has a card catalog but never are card catalogs alike. This card catalog has three sections identified by colored tabs on the filing drawers of each section. There's the subject (yellow), the title (green), and the author (white). Our student can look there for his book."

I just wanted you to get an idea of some of the types of introductory materials that we use and this type goes on in the usual manner tracking down the item this young man was looking for. This is material that students can use on their own in addition to handouts produced by that library to help with problems. We find that very often, because we have a diverse group of students, the use of our particular library becomes an important part of this organization teaching problem. Since this tape was made, our library has been reorganized. We have moved into new quarters and practically all of the systems have been computerized so that now our problem becomes providing a new tape and we are working on that project which introduces the student to computerized systems -- the book catalog and so on and its differences. We use these materials in teaching orientation of libraries.

Another great part of our organizational structure in this course is to give considerable attention to the school library. We do that, again, because of the situation we find ourselves surrounded with in this community -- a community that found itself committed to establishing elementary school libraries in each elementary school. This became a great problem that everybody in the community worked on so we spend a great deal of time working with school libraries, their problems, and so on. Many of our people go into school libraries as media aides. We are also very heavily surrounded by industrial and special libraries so this becomes a part of the program. We are just a block away from the downtown four-year institution so that college and university libraries become important to us, too, and we spend a good deal of time talking about organization there, problems and use and so on.

One of the reasons for organizing it this way, in addition to giving the student a broad overview of libraries, a student at the same time is seeing possibilities of his own work in a particular kind of library. He gets to visit each one of these and gets to know more about them in order to determine whether he should work here or there or elsewhere. I think this is important. So we spend time introducing him to various types of libraries. Then another significant part of this would be these slides on school libraries and what the library technician is actually doing in given situations. Because, as I mentioned before, the peculiar situation in our school libraries, our library technical assistants are used as media aides in the schools. We feel it is very important at the outset to let the library technician know what she is going to do, what she is qualified to do because we have graduates who are doing special jobs in school libraries. These slides were actually taken on the job showing all kinds of jobs that are available.

(Among the slides shown were those illustrating LTAs at work in the following situations.)

1. Collecting and maintaining professional magazines in an acquisition department. Also checks them for reviews.

2. Doing bibliographic searching.

3. Maintaining publishers' notices and lists on file and routing them to various faculty members.

4. Performing initial work in the receiving area.

5. Assembling slips returned from computer center with order and cataloging information.

6. Assisting students with problems in a high school Media Center.

7. Keeping a pamphlet or vertical file for ready use.

8. Assisting the school librarian.

9. Assisting teacher with a piece of equipment.

10. Helping students with equipment.

11. Organizing media materials.

12. Producing materials for teachers.

13. Graphic work for a transparency.

14. Working with a group of students in reference area.

15. Filling in at circulation desk.

16. LTA, librarian and library aides working together on a circulation problem.

17. Gathering subject material for a teacher.

18. Preparing a bulletin board display.

19. Aiding in catalog maintenance and upkeep.

20. Pointing out location of materials.

21. Handling periodicals.

22. Supervising reading room.

The supervisor of schools in our area tells me that the library technical assistant has certain characteristics that she is quite aware of and appreciates. First of all, most of them are young, flexible, work well with older librarians and they communicate very effectively with students. So they can use them in a variety of ways.

This supervisor also points out that she has had a rather difficult time with teachers and librarians who have been involved with traditional uses of library material in getting them to relate to media. And she appreciates having a younger person who has had instruction in media use so that it makes the transition from one type of material to the use of another type of material very easy.

We developed these slides because we have many questions about what kinds of jobs are we going to get when we get finished with this program. Much of our material explores this subject. Any questions?

Question: I was very interested in your orientation slides. I wanted to know if he found the book in the catalog and found the book in the library. What happened?

Johnson: Most of you, I'm sure, have a group of slides that go through the steps of finding a book. Actually the slides take you right to the end -- the student finds the book, he checks it out and goes on his way. And each slide just advances the process step by step.

Question: He doesn't have to go in the stacks? He goes to the shelves and locates the book?

Johnson: Our library is located on four floors. So he has to be taken -- he has to know -- and these little books tell him what part of the collection is located on what floor. There are signs and all that.

Question: Is this a two-credit hour course?

Johnson: Yes.

Question: Do you have anything in this course on working with others or human relations or inter-relations or anything like that?

Johnson: Some of it threads through. In the slide presentation you saw that relationship between the technician and others. Specifically, in other courses this is emphasized strongly. For example, in the complete program they take a course on just that--how to relate to other people, human relations or that sort of thing. It's a separate course in itself. But threading through all of these, its very difficult to talk about any of this without talking about relationship with other people.

Question: Is that course a required course, the relationship course?

Johnson: Yes, it is one of the required courses.

APPENDIX: ONE

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APPENDIX: FIVE

LYONS TOWNSHIP HIGH SCHOOL

Job Description for Library-Media Center Technical Assistant
(AV Secretary)

1. Clerical duties
   a. typing
   b. filing
   c. dusting and cleaning surfaces of equipment
   d. changing chemicals in processing equipment
   e. making transparencies
   f. answering telephone
   g. sorting and distributing mail as necessary
   h. running and operating general office and duplicating machines
2. Production duties
   a. ditto masters and mimeograph stencils
   b. transparencies (heat and chemical)
   c. paper copies (photo)
   d. laminating processes
   e. film and auto tape splicing
   f. posters and signs (lettering), displays
3. Film cleaning
4. Film rental
   a. receive
   b. record
   c. disburse
   d. retrieve
   e. ship back
5. Co-op Library
   a. book films
   b. ship films
   c. retrieve
6. Supervise aides in production room and equipment room
7. Supervise distribution of AV material
8. Preventive maintenance and cleaning of equipment
9. AV shipments of supplies and equipment
   a. receiving
   b. verifying for payment
   c. inventory and assignment of AV number
   d. stenciling of equipment
10. Supervise student aides in taking ID pictures
11. Key punching
12. AV material preview requests